

DEPARTMENT OF EDUCATION
STATE OF ALABAMA

HANDBOOK
OF
PATRIOTIC INSTRUCTION



1918

HANDBOOK OF PATRIOTIC INSTRUCTION

FOR USE IN THE SCHOOLS
OF ALABAMA



*'Tis ours to love, 'tis ours to serve,
'Tis ours to cherish ever more,
God keep it forever floating there,
The flag above the schoolhouse door.*

ISSUED BY
THE STATE DEPARTMENT OF EDUCATION
MONTGOMERY, ALABAMA
July 4, 1918

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ADVISORY WAR COUNCIL
OF THE
ALABAMA EDUCATIONAL ASSOCIATION



The Alabama Educational Association at its annual meeting in March, 1918, created an Advisory War Council with the following membership:

Spright Dowell, Chairman.	R. E. Ledbetter.
C. B. Glenn.	A. F. Harman.
W. C. Griggs.	J. S. Thomas.
C. W. Daugette.	W. C. Blasingame.
N. R. Baker.	

Special committees of the Council for the promotion of definite phases of war activities are as follows:

Red Cross—N. R. Baker and J. S. Thomas.
War Savings—C. B. Glenn and W. C. Griggs.
Illiteracy—A. F. Harman and C. W. Daugette.
War Garden—W. C. Blasingame and R. E. Ledbetter.

The function of the Council is to promote the interests of the schools during the period of the war, to see that the right emphasis is given by the schools to all worthy war activities, to protect the schools from exploitation by unworthy agencies, and to inculcate in boys and girls and in the several school communities a lofty type of patriotism.

In keeping with this program, this "Handbook of Patriotic Instruction" has been prepared and is commended for use in all the elementary schools of the State.

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A WORD TO TEACHERS



IN PRESENTING this bulletin to the teachers of Alabama, the purpose is not merely to offer material to be used in preparing simple patriotic programs. The growth and development of patriotic ideals through every means is the desired goal, and this can best be accomplished through daily, systematic study. To this end we suggest that these selections be used regularly as supplementary material in Language, History, Reading, and Literature. Teachers should familiarize themselves with the contents so as to use the material in such a way as to vitalize and motivate the work of the classroom.

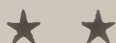
We can do no greater service as teachers while this war is in progress than to help the boys and girls to appreciate the ideals for which our country is expending its wealth and manhood. Upon the schools rests the responsibility of interpreting the meaning of this gigantic struggle to the present as well as to coming generations. In the midst of all the carnage and hate that may result as the strife continues, it is the sacred mission of the schools to keep ever bright the pure flame of patriotism. This will guarantee that our army and navy, as they meet the onslaughts of despotism, shall be supported by a united and generous people, willing to sacrifice to the utmost in order that the menace to democracy, both at home and throughout the world may be forever removed.

It is the hope that this little bulletin will form the basis for much specific work along the lines suggested as well as furnish suitable material for patriotic exercises with which to launch a campaign for any of the war work activities for which suggestive programs are outlined.

The preparation of the material has fallen to the lot of the State Department of Education, with the cooperation and assistance of the Advisory War Council of the Alabama Educational Association. The "Handbook of Patriotic Instruction" is therefore official and is to be used and preserved carefully and faithfully.

SPRIGT DOWELL,
Superintendent of Education.

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A CALL TO THE COLORS

To the School Teachers of the United States:

You are hereby called to the colors of the American republic. The teaching force of the United States is summoned to serve anew in the great world crisis that is at hand. The war for human freedom can not be won unless the army of soldiers of the common good—the public school army—gives the fullest measure of sacrifice and service. Still more important, a new and fairer civilization will not take the place of the one that has broken down under the stress of conflict unless the molders of the soul-stuff of the world—teachers—dedicate themselves afresh to the mighty task of rebuilding the national institutions as an expression of the highest ideal of humanity.

The schools are the laboratory of good citizenship. The children are little citizens and must be guided in such present experiences as will make certain their future dedication to the welfare of the republic. The Junior Membership of the Red Cross, through the School Auxiliary, offers an unsurpassable medium through which the patriotic activities of the children can make themselves felt. Beginning with Lincoln's Birthday and lasting until Washington's Birthday a nation-wide effort is to be made in behalf of increasing the Junior Membership. This call to the colors is for your service in this campaign.

The National Education Association offers every teacher in the land the high privilege of participation in this great campaign.

You are hereby called to the Colors by all the great ideals through which Today is acting on Tomorrow to the end that Tomorrow may see the sunrise of a world life dedicated to straight thinking, hard work, mighty loving.

You are called to the Colors by the Spirit of America, by the needs of childhood, by the Soul of Civilization. Yours is the privilege of sacrificing, serving, and loving.

I salute you upon your great opportunity. I thank you for the way in which you are certain to rise to its farthest heights.

Soldiers of Common Good! Rebuilders of Civilization! Molders of the Destiny of the World! Your task is ready. Assume it!

MARY C. C. BRADFORD,
Pres. of the Natl. Education Ass'n.

THE AMERICAN CREED



I BELIEVE in the United States of America as a government of the people, by the people; for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag, and to defend it against all enemies.—*William Tyler Page.*



MY CREED



I AM a citizen of....., Alabama, and the United States. It is my right and my duty to make an honest living, and to be comfortable and happy; my privilege and my duty to help others to secure these benefits. I will work hard and play fair; I will be kind to all, especially to little children, to old people, to the unfortunate and to animals. I will help to make.....a clean, beautiful, law-abiding community. These are the best services I can render to my community, my state and my country.

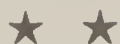
Note.—The programs that follow are intended to be typical and suggestive, but not binding. The length, the content, and the arrangement should always be governed by local tradition, including the ages and abilities of pupils, and the lines of interests in the community. It is the teacher's duty to build a program for use on special occasions that will secure the best results.

A PATRIOTIC EVENING



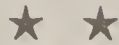
1. Hymn. ("Onward, Christian Soldiers;" "All Hail the Power of Jesus' Name;" etc.)
2. Invocation.
3. Our Flag.
4. Salute to the Flag.
5. Meaning of the Colors.
6. What the American Flag means.
7. Flag Drill.
8. Why We Are Fighting Germany—Franklin K. Lane.
9. Our Country.
10. Patriotism.
11. America's Future at Stake—Robert Lansing.
12. Song—America.
13. Wilson's Flag Day Speech.
14. The Flag on the Farm.
15. Selection—Woodrow Wilson.
16. Selection—Vernon Kellog.
17. What I as a Father am Doing to Win the War.
18. What I as a Mother am Doing to Win the War.
(17 and 18 are to be given by patrons of the school.)
19. Messages from Our Soldier Boys.
(Parts of letters from enlisted men of the community.)
20. That Means You.
21. Do Your All.
22. What Can I do?
23. Pledge.
24. The Star Spangled Banner.

WAR SAVINGS STAMPS AND LIBERTY LOAN



1. Songs—Dixie, and Yankee Doodle.
2. Invocation.
3. Recitation—Your Flag and My Flag.
4. Our Colors.
5. Song—Star Spangled Banner.
6. Quotations from Man Without a Country, and Scott.
7. Famous Thrift Sayings.
8. Selection—How Children May Save.
9. Mother Goose (Rub-a-dub-dub, Sing a Song of Thrift Stamps, Simple Simon, When You Have Two Bits).
10. The Children's Bit.
11. Seven Reasons for Saving.
12. Pledge.
13. Song—Columbia, the Gem of the Ocean.
14. A Parable.
15. Steps to Victory:
 - Things we can do to win the war.
 - Things we can do without to win the war.
 - (These may be given by children or patrons of school.)
16. Talk—War Savings Stamps.
17. Play—Stamps up to Date or the Jolly Stamps.
18. Song—Keep the Home Fires Burning.
19. A Plea for the Purchase of a Liberty Bond.
20. Patriotic Tableaux.
21. Song—America.

PRODUCTION AND CONSERVATION



1. Hymn.
2. Recitation—A Prayer for the Flag of Freedom.
3. Flag Play.
4. Song—Star Spangled Banner.
5. Recitation—Spirit of the Times.
6. Maxims on Waste.
7. Selection—Production and Conservation.
8. Recitation—No Waste Pledge.
9. Song by Canning Club Girls.
10. Conservation Verses—Four or five small children.
11. Selection—Do Not Hoard.
12. Play—Food Conservation.
13. Creeds:
 - The Country Boy's Creed.
 - The Country Girls' Creed.
14. President Wilson's Letter.
15. Recitation—Come, Let Us Plant a Garden.
16. Garden Play Contest.
17. Recitation—Gardening Song.
18. Play—The Home Guards.
19. Song—We Are Going to Farm by Up-to-Date Methods
—Corn Club Boys.
20. A Creed for Progressive Farmers.
21. The Farmer's Part in the War.
22. Song—America.

Note: If the club girls or boys have had an interesting program lately, parts of it may be used to supplement this program which is only suggestive.

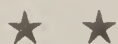
THE RED CROSS



1. Song.
2. A Letter to Mrs. Bixley of Boston.
3. Selection—To the Boys and Girls of Alabama.
4. Aims of American Red Cross and a Plea for Members.
5. Song.
6. Recitation—The Cross of Red.
7. Recitation—The Red Cross Nurses.
8. Song.
9. Dialogue—A New Member for the Junior Red Cross.
10. Recitation—The Red Cross Spirit Speaks.
11. Song.
12. Dialogue—An Open Meeting of Girls' Junior Red Cross.
13. Recitation—Song of Red Cross.
14. Summary of Junior Red Cross Work.
15. Report of Work of Parent Chapter.
16. Tableaux.
17. Song.



TO THE FLAG



Flag of our Fatherland, set with stars, anointed with holy tears of love and loss, beneath thy fluttering folds the drumbeats of our quickened hearts make answering thrill of love and loyalty. Beloved banner, whose red was painted in our fathers' blood, whose blue our hope, whose white our thought for thee, here and now we make again the offering of ourselves to thee as to a shrine. When thy hour of need shall call, take of us freely and the first.—*Harry Johnson.*

WHAT I AM



"Then came a great shout from the Flag:

"I am not the flag not at all. I am but its shadow.

"I am whatever you make me; nothing more.

"I am your belief in yourself, your dream of what a people may become.

"I live a changing life, a life of moods and passions, of heart-breaks and tired muscles.

"Sometimes I am strong with pride, when men do an honest work, fitting the rails together truly.

"Sometimes I droop, for then purpose has gone from me, and cynically I play the coward.

"Sometimes I am loud, garish, and full of that ego that blasts judgment.

"But always I am all that you hope to be and have the courage to try for.

"I am song and fear, struggle and panic and ennobling hope.

"I am the day's work of the weakest man and the largest dream of the most daring.

"I am the Constitution and the courts, statutes and the statute-makers, soldier and dreadnaught, drayman and street sweep, cook, counsellor, and clerk.

"I am the battle of yesterday and the mistake of tomorrow.

"I am the mystery of the men who do without knowing why.

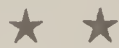
"I am the clutch of an idea and the reasoned purpose of resolution.

"I am no more than what you believe me to be and I am all that you believe I can be.

"I am what you make me; nothing more.

"I swing before your eyes as a bright gleam of color, a symbol of yourself, the pictured suggestion of that big thing which makes this nation. My stars and my stripes are your dream and your labors. They are bright with cheer, brilliant with courage, firm with faith, because you have made them so out of your hearts; for you are the makers of the flag and it is well that you glory in the making."

FLAG ETIQUETTE



While there is no Federal law in force pertaining to the manner of displaying, hanging, or saluting the United States flag, or prescribing any ceremonies that should be observed, there are many regulations and usages of national force bearing on the subject.

In raising the flag it should never be rolled up and hoisted to the top of the staff before unfurling. Instead, the fly should be free during the act of hoisting, which should be done quickly. It should be taken in slowly and with dignity. It should not be allowed to touch the ground on shore, or the deck of a ship, nor should it be permitted to trail in the water or in the dust. It should not be hung where it can be contaminated or soiled easily, or draped over chairs or benches for seating purposes, and no object or emblem of any kind should be placed upon it or above it.

A common but regrettable practice at public meetings is to drape the flag like a tablecloth over the speaker's table and then to place on the flag a pitcher of ice water, flowers, books, etc. Flags must not be used to cover a bench or a table, nor must they be used where anything can be placed upon them. Another equally careless practice and, unfortunately, quite common, is to tie small United States flags to the bottom of a stage curtain; when the curtain is raised the flags are lifted aloft and are effectively displayed, but when the curtain is lowered, so that the stage scenes may be shifted, the flags trail in the dust of the stage floor.

The flag should not be festooned over doorways or arches. Always let the flag hang straight. Do not tie it in a bow knot. *Where colors are desired for decorative purposes, use red, white and blue bunting.*

The flag should not be hoisted upside down, other than as a signal of distress at sea, when it may, if necessary to accentuate the distress and make it easily recognized at a distance, be knotted in the middle of its length, forming what is called a "weft."

International usage forbids the display of the flag of one nation above that of any other while it is at peace. Such an act is considered an insult in times of peace, and is always fol-

lowed by a demand for an explanation and apology. When the flags of two or more nations are displayed, they should be on separate staffs, or on separate halyards of equal size and on the same level.

The flag should never be raised or lowered by any mechanical appliance.

Where the national flag is displayed with State or other flags, it should be given the place of honor on the right. Its use should be confined as much as possible to its display upon the staff. Where used as a banner, the union should fly to the north in streets running east and west, and to the east in streets running north and south.

Old, faded, or worn-out flags should not be used for banners or other secondary purposes.

When no longer fit for display, the flag should be destroyed privately, preferably by burning or other methods lacking suggestion of irreverence or disrespect.

Over only three buildings in America does the national flag fly officially night and day continuously—over the east and west fronts of the National Capitol and over the adjacent House of Representatives and Senate Office Buildings. The two emblems over the Capitol (storm-flag size) are replaced every six weeks, the wear and tear, due to wind and rain, being excessive.

In no case should the flag be permitted to touch the ground nor should it be marred by advertisements, nor desecrated on the stage.

No words, figures, pictures or marks of any kind should be placed upon the flag.

Whenever possible the flag should always be allowed to fly in the breeze from a staff or mast, but if it should be necessary to fasten it to the side of a building or platform, it should never be festooned or draped. Always hung flat.

If hung so stripes are horizontal, stars should be in left upper corner.

If hung perpendicularly, stars should be in right upper corner.

If hung where it can be seen from both sides, the blue field should be toward the east or north.

The correct salute to the flag, as required by the regulations of the United States Army, is:

Standing attention, raise the right hand to the forehead over the right eye, palm downward, fingers extended and close together, arm at an angle of forty-five degrees. Move hand outward about a foot, with a quick motion, then drop it to the side.

When the flag is displayed at half mast, for mourning, it is lowered to that position from the top of the staff. It is afterward hoisted to the top before it is finally lowered.

Our most important holidays (when the flag should be displayed at full staff) are:

Lincoln's Birthday, February 12; Washington's Birthday, February 22; Memorial Day, May 30; Flag Day, June 14; Independence Day, July 4; Star Spangled Banner Day, September 14, and State Day.

(The above copy was kindly supplied by Mrs. Mayme K. Albaugh, State Chairman Patriotic Committee, Oregon Daughters of the American Revolution.)

The flag should be raised at sunrise and lowered at sunset. It may be raised at other times, but should never be left out at night, *except when* it is under the fire of an enemy.

On Memorial Day the flag should be displayed at half-staff from sunrise until noon, and at the peak from noon until sunset.

In raising the flag to half-staff or half-mast it should always be run to the peak and then lowered *one breadth of the flag*. In retiring it, it should first be run back to the peak and then retired. It should never be allowed to touch the ground.

When the "Star Spangled Banner" is played or sung, stand and remain standing, in silence, until it is finished.

When the flag is passing on parade, or in review, if you are walking, halt; if sitting, rise, stand at attention and uncover.

The flag should never be worn as the whole or part of a costume. As a badge it should be worn over the left breast.

When the National flag and another flag fly from same pole there should be double halyards, one for each flag.

The flag should never be placed below a person sitting.

When carried in parade, or when crossed with other flags, the Stars and Stripes should always be at right.

When the flag is used in unveiling a statue or monument it should not be allowed to fall to the ground, but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.

When the flag is placed over a bier or casket the blue field should be at the head.

As an altar covering, the union should be at the right as you face the altar, and nothing should be placed upon the flag except the Holy Bible.

The flag should never be reversed except in case of distress at sea.

Explanation of Terms

To "strike the flag" is to lower the national colors in token of submission to the opposing forces.

Dipping the flag is lowering it slightly and then hoisting it again, to salute either a vessel or fort.

To hang at "half staff" or "half mast" is to lower flag below the top of the staff or mast, not necessarily half way down.

No. 381.

AN ACT

(H. 256—Shapiro.

To prevent and punish the desecration, mutilation, or improper use of the flag of the United States of America or the State of Alabama or the Confederate flag or ensign.

Be it enacted by the Legislature of Alabama:

Section 1. Any person who in any manner, for exhibition or display, shall place or cause to be placed, any word, figure, mark, picture, design, drawing, or any advertisement, of any nature, upon any flag, standard, color, or ensign of the United States, or State flag of this State, or ensign, or the Confederate flag or ensign, or shall expose or cause to be exposed to public view, any such flag, standard, color, or ensign, upon which shall have been printed, painted, or otherwise placed, or to which shall be attached, appended, affixed or annexed, any word, figure, mark, picture, design, or drawing, or any advertisement of any nature, or who shall expose to public view, manufacture, sell, expose for sale, give away, or have in possession for the sale, or to give away, or for use for any purpose, any article, or substance, being an article of merchandise, or a receptacle of merchandise, or article or thing for carrying or transporting merchandise, upon which shall have been printed, painted, attached, or otherwise placed, a representation of any such flag, standard, color, or ensign, to advertise, call attention to, decorate, mark, or distinguish, the article, or substance, on which so placed, or who shall publicly mutilate, deface, defile, or defy, trample upon, or cast contempt, either by words or act, upon any such flag, standard, color, or ensign, shall be deemed guilty of a misdemeanor, and shall be punished by a fine not exceeding one hundred dollars or by imprisonment for not more than thirty days, or both, in the discretion of the court and shall also forfeit a penalty of fifty dollars for each such offense, to be recovered with costs in a civil action, or suit; in any court having jurisdiction, and such action or suit may be brought by and in the name of any citizen of this State, and such penalty when collected less the reasonable cost and expense of action or suit and recovery to be certified by the probate judge of the county in which the

offense is committed shall be paid into the treasury of this State; and two or more penalties may be sued for and recovered in the same action or suit. The words "flag, standard, color or ensign," as used in this subdivision or section, shall include any flag, standard, color, ensign, or any picture or representation, of either thereof, made of any substance, or represented on any substance, and of any size, evidently purporting to be, either of, said flag, standard, color or ensign of the United States of America, or the Confederate flag or ensign, of a picture or a representation, of either thereof, upon which shall be shown the colors, the stars and the stripes, in any number of either thereof, or by which the person seeing the same, without deliberation may believe same to represent the flag, colors, standard, or ensign, of the United States of America or the Confederate flag or ensign. The possession by any person, other than a public officer, as such, of any such flag, standard, color or ensign, on which shall be anything made unlawful at any time by this section, or of any article or substance or thing on which shall be anything made unlawful at any time by this section, shall be presumptive evidence that the same is in violation of this section, and was made, done or created, and that such flag, standard, color, ensign, or article, substance, or thing, did not exist when this act takes effect.

Section 2. This act shall not apply to any act permitted by the statutes of the United States of America or by the United States army and navy regulations, nor shall it be construed to apply to a newspaper, periodical, book, pamphlet, circular, certificate, diploma, warrant or commission of appointment to office, ornamental picture, article of jewelry, or stationery for use in correspondence, on any of which shall be printed, painted or placed, said flag, disconnected from any advertisement.

Approved September 4, 1915.

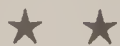


OUR FLAG



Flag of the sun that shines for all,
Flag of the breeze that blows for all,
Flag of the sea that flows for all,
Flag of the land that stands for all,
Flag of the people, one and all,
Hail, Flag of Liberty, all hail!
Hail, glorious years to come.

SALUTE TO THE FLAG



There are two forms of salutes, or pledges, given as follows:

1. When the salute is to be given, at a signal all the pupils rise. The one who has been selected for color-bearer then brings the flag to the front, and after it is in place, at a sign from the teacher the pupils raise their right hands, palms downward, to a level with their foreheads, and repeat in concert this pledge:

"I pledge allegiance to my flag and to the republic for which it stands—one nation, indivisible, with liberty and justice for all."

At the words "to my flag" everyone will extend his right, palm upward, toward the flag, and hold it there till the pledge is given, then lower it to the side.

2. The silent salute is as follows: At a signal from the teacher, as the flag reaches its station by the teacher's desk, each one will raise his hand, palm downward, to a horizontal position, tip of fore finger touching the forehead, and hold it there while the flag is "dipped" and returned to a vertical position. Then at a second signal the hand is lowered to the side. This silent salute corresponds very nearly to the military and naval salute to the flag.

Some have thought that in schools where the children are too young to understand the meaning of the words "allegiance" and "indivisible" a simpler form of the pledge should be given, as follows:

"I give my head and my heart to God and my Country,—One Country, One Language, One Flag."

After the color-bearer has brought forth the flag, at a signal from the teacher each pupil will stand erect in his place and give the pledge and salute in this manner:

1. Extend right arm and point toward flag.
2. Bring tips of fingers to forehead, saying, "I give my head."
3. Bring hand over heart, saying, "and my heart."
4. Raise hand, point and look upward, saying, "to God."
5. Drop hand to side, saying, "and my Country."
6. Standing erect, repeat, "One Country, One Language, One Flag."

7. When saying, "One Flag," advance right foot, bend body slightly forward, extend arm and point to flag.

8. Assume erect position.

The effectiveness of the flag salute depends upon the spirit in which it is given, and this spirit must depend very much, as all school exercises do, upon the spirit of the teacher. If this is done in the spirit of true patriotism, it will beget in the hearts of the pupils a love for the stars and stripes and all they symbolize.

Flag Salute

Flag of our great republic, symbol of human liberty, whose stars and stripes stand for courage, purity and union, we salute thee, pledging our lives and sacred honor to guard and revere thee forever.



MEANING OF THE COLORS

Red from the leaves of the autumn woods
Of our frost-kissed northern hills;
Red, to show that patriot blood
Is beating now in a hurrying flood
In hearts American!

White, from the fields of stainless drift
On our wide-stretching plains;
White, to show that pure as snow
We believe the Christ light yet shall glow
In souls American!

Blue, from the arch of the winter sky,
O'er our fatherland outspread;
Blue, to show that wide as heaven
Shall justice to all men be given
At hands American!

Red, white, and blue, the light of stars
Through our holy colors shine;
Love, truth, and justice,—virtues three
That bloom in the land of liberty,
In homes American!

—*Selected.*

FLAG DRILL



By Alice Fuller.

(An exercise for Twelve Girls and Six Boys.)

The girls should be dressed in white, each carrying a flag in the right hand, well up against the shoulder.

Pictures of Washington and Wilson should be placed at the rear of the stage, with arrangements for the placing of flags, as given in Fig. 7 of the diagrams. If properly arranged this makes a pleasing permanent decoration.

Enter six from each side, at the rear of the stage, and pass down the sides to the front, flags at shoulders. Halt.

Face centre of stage. (Two counts.) Face pictures of the patriots (two counts).

Salute patriots. Place left hand on staff, just below the flag (two counts), bring flag around perpendicularly before the face (two counts), retain this position (four counts).

Shoulder flags. Place flags back at shoulder (two counts), drop left hand at side (two counts).

Salute opposite lines. Shoulder flags. Turn to front. Salute audience. Shoulder flags.

Swing in circular lines to the front of the stage (Fig. 1), and once more salute audience. Shoulder flags.

Each alternate one in line, taking the odd numbers, step back two paces.

Front line face right. Rear line face left.

(Fig. 2) Raise flags.

March twice across the stage, in the form of an oblong, halting at former places. (Fig. 3.)

Flags at shoulders.

Rear line step forward into line with others, making a long line across the front of the stage.

Separate at centre, march right and left across the front, up the sides, across the back in a long line, and twelve abreast down toward the front to the middle of the stage. (Fig. 4.)

Separate at centre and march in straight lines toward front, forming V. (Fig. 5.)

About face (swing about, using the right heel as a pivot).

Salute patriots.

Shoulder flags. About face.

March to front of stage. The odd numbers in the line step backward two paces as in Fig. 2. All face left. March by twos across the front, up the sides, across the back to the centre, and down the centre, still in a double line, with flags crossed on high, forming a long arch. (Fig. 6.)

The two last in line take down flags to shoulder, pass through the arch to the front of the stage, separate to right and left, march across the front, up the sides to the back, and across the back of the stage until points 1 and 2 in Fig. 7 are reached. The flags are slipped into place in the form given in Fig. 7. From here they pass across to the opposite side, and down the side to make room for the others who immediately follow.

The second couple follow, placing flags at 3 and 4; the third couple placing them at 5 and 6; the fourth couple at 7 and 8; the fifth, at 9 and 10. The remaining couple, as soon as the fifth have passed through, step backward to 11 and 12, where they place their flags, then march to front at centre, where the others swing into line with them (Fig. 9).

Each alternate child steps forward two paces, to break the stiffness of the lines, and all sing some flag song.

Exit to right and left.

NOTE
 x indicates the beginning of figure.
 • indicates the close.



FIG. 1.

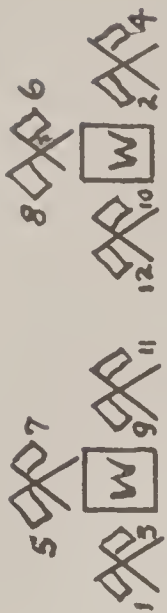


FIG. 7.



FIG. 2.



FIG. 3.



FIG. 5.



FIG. 8.



FIG. 4.

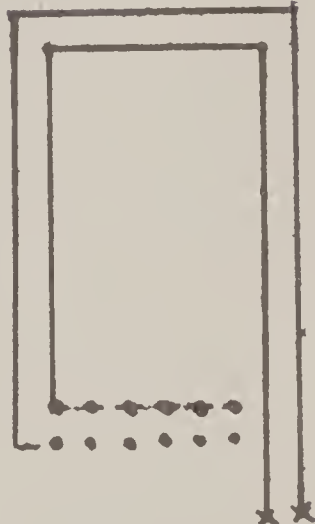


FIG. 6.

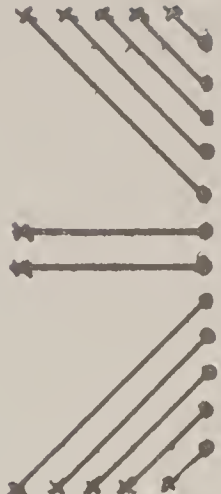


FIG. 9.

FLAG PLAY

The youngest Primary children may be supplied with small United States flags. These are waved to the actions given below while the lines are recited.

(1) Pretty bright flags have we,
 Waving on (2) high,
 (3) Up they go, (4) down they go,
 Now they are (5) nigh;
 Now they are (6) far away,
 Now they are (7) near,
 Now they point (8) upwards,
 To skies bright and clear.
 (9) Under and (10) over so,
 (11) Above and (12) below,
 (13) Backwards and (14) forwards
 Our bright banners go.

We've red, white, and blue,
 And they're pretty flags, too.
 (15) Look here at us
 And we'll show them to you.
 Hurrah for our play time!
 We children like fun,
 And yet we are sorry,
 When lessons are done.



Motions:

- (1) Flags held up.
- (2) Wave above head.
- (3) Raise arm above head.
- (4) Let arm drop and point flag to floor.
- (5) Bring flag in front near body.
- (6) Stretch out arm in front at right angle to body.
- (7) Bring in front again near body, and show that "Nigh" and "Near" have some meaning.
- (8) Stretch far above head.
- (9) Under chin.
- (10) Over head.
- (11) Left hand held out in front, flag placed above head.
- (12) Flag placed below hand to front of body, then (13) and (14) bring flag smartly behind, alternating forwards and backwards.
- (15) Present flags.

OUR COLORS

(Exercise for three pupils, suitably dressed.)

Red! 'tis the hue of the battle,
The pledge of victory;
In sunset light, in northern night,
It flashes brave and free.
"Then paint with red thy banner,"
Quoth Freedom to the land,
"And when thy sons go forth to war,
This sign be in their hand."

White! 'tis the sign of purity,
Of everlasting truth;
The snowy robe of childhood,
The stainless mail of youth,
Then paint with white thy banner,
And pure as northern snow
May these thy stately children
In truth and honor go.

Blue! 'tis the tint of heaven,
The morning's gold-shot arch,
The burning deeps of noontide,
The stars' unending march.
Then paint with blue the banner
And bid thy children raise
At daybreak, noon, and eventide
Their hymn of love and praise.

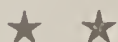
All:

Valor and truth and righteousness,
In threefold strength today
Raise high the flag triumphant,
The banner glad and gay,
"And keep thou well thy colors,"
Quoth Freedom to the land,
"And 'gainst a world of evil
Thy sons and thou shall stand."

—*Laura E. Richards,*
in The Youth's Companion.



YOUR FLAG AND MY FLAG



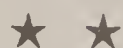
Your flag and my flag,
And how it flies today,
In your land and my land
And half a world away!
Rose-red and blood-red
The stripes forever gleam.
Snow-white and soul-white,
The good forefathers' dream.
Sky-blue and true-blue,
 With stars to gleam aright—
The gloried guidon of the day,
 A shelter through the night.

Your flag and my flag!
And, oh, how much it holds—
Your land and my land—
Secure within its folds!
Your heart and my heart
Beat quicker at the sight;
Sun-kissed and wind-tossed—
Red and blue and white;
The one flag—the great flag—
 The flag for me and you
Glorified all else beside—
 The red and white and blue!

—*Wilbur D. Nesbit.*



A PRAYER FOR THE FLAG OF FREEDOM



God of the sons of Freedom,
 God of the sons of war,
 God in whose praise our swords we raise,
 For liberty and law,
 Defend the Flag of Freedom,
 Its stars and stripes unfurled,
 Mean death and woe to the tyrant foe,
 And Freedom for the world.

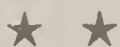
Freedom! Freedom! Freedom!
 Freedom by land and sea,
 Your flag and mine, by right divine,
 Is the flag of Liberty.

We strike for the rights of nations,
 For the small as for the great.
 We fight for the right; and the God of might
 Will seal the tyrant's fate.
 Marching, each man is marching,
 With glory in his face,
 Bearing the gift of Freedom
 To all the human race.

Freedom! Freedom! Freedom!
 Freedom by land and sea,
 Your flag and mine, by right divine,
 Is the flag of Liberty.

—*Selected.*

THE MEANING OF THE AMERICAN FLAG



The American flag means, then, all that the fathers meant in the Revolutionary war; it means all that the Declaration of Independence meant; it means all that the constitution of a people, organizing for justice, for liberty, and for happiness meant.

The American flag carries American ideas, American history, and American feelings.

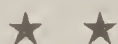
Beginning with the colonies and coming down to our time, in its sacred heraldry, in its glorious insignia, it has gathered

and stored chiefly this supreme idea; divine right of liberty in man.

Every color means liberty, every thread means liberty, every form of star and beam of light means liberty—liberty through law, and laws for liberty. Accept it, then, in all its fullness of meaning. It is not a painted rag. It is a whole national history. It is the constitution. It is the government. It is the emblem of the sovereignty of the people. It is the nation.—*Henry Ward Beecher.*



WHY WE ARE FIGHTING GERMANY



Why are we fighting Germany? The brief answer is that ours is a war of self-defense. We did not wish to fight Germany. She made the attack upon us; not on our shores, but on our ships, our lives, our rights, our future. For two years and more we held to a neutrality that made us apologists for things which outraged man's common sense of fair play and humanity. At each new offense—the invasion of Belgium, the killing of civilian Belgians, the attacks on Scarborough and other defenseless towns, the laying of mines in neutral waters, the fencing off of the seas—and on and on through the months we said: "This is a war-archaic, uncivilized war, but war! All rules have been thrown away; all nobility; man has come down to the primitive brute. And while we cannot justify we will not intervene. It is not our war."

Then why are we in? Because we could not keep out. The invasion of Belgium, which opened the war, led to the invasion of the United States by slow, steady, logical steps. Our sympathies evolved into a conviction of self-interest. Our love of fair play ripened into alarm at our own peril.

And so we came into this war for ourselves. It is a war to save America—to preserve self-respect, to justify our right to live as we have lived, not as some one else wishes us to live. In the name of freedom we challenge with ships and men, money, and an undaunted spirit, that word "Verboten" which Germany has written upon the sea and upon the land.

We Fight Germany—

Because of Belgium—invaded, outraged, enslaved, impoverished Belgium. We cannot forget Liege, Louvain, and Car-

dinal Mercier. Translated into terms of American history, these names stand for Bunker Hill, Lexington, and Patrick Henry.

Because of France—invaded, desecrated France, a million of whose heroic sons have died to save the land of Lafayette. Glorious golden France, the preserver of the arts, the land of noble spirit—the first land to follow our lead into republican liberty.

Because of England—from whom came the laws, traditions, standards of life, and inherent love of liberty, which we call Anglo-Saxon civilization. We defeated her once upon the land and once upon the sea. But Australia, New Zealand, Africa, and Canada are free because of what we did. And they are with us in the fight for the freedom of the seas.

Because of other peoples, with their rising hope that the world may be freed from government by the soldier.

We are fighting Germany because she sought to terrorize us and then to fool us. We could not believe that Germany would do what she said she would do upon the seas.

We still hear the piteous cries of children coming up out of the sea where the *Lusitania* went down. And Germany has never asked forgiveness of the world.

We saw the Sussex sunk, crowded with the sons and daughters of neutral nations.

We saw ship after ship sent to the bottom—ships of mercy bound out of America for the Belgian starving; ships carrying the Red Cross and laden with the wounded of all nations; ships carrying food and clothing to friendly, harmless, terrorized peoples; ships flying the Stars and Stripes—sent to the bottom hundreds of miles from shore, manned by American seamen, murdered against all law, without warning.

We believed Germany's promise that she would respect the neutral flag and the rights, and we held our anger and outrage in check. But now we see that she was holding us off with fair promises until she could build her huge fleet of submarines. For when spring came she blew her promise into the air, just as at the beginning she had torn up that "scrap of paper." Then we say clearly that there was but one law for Germany—her will to rule.

We are fighting Germany because she violated our confidence. Paid German spies filled our cities. Officials of her government, received as the guests of this Nation, lived with

us to bribe and terrorize, defying our law and the law of nations.

We are fighting Germany because while we were yet her friends—the only great power that still held hands off—she sent the Zimmerman note, calling to her aid Mexico, our southern neighbor, and hoping to lure Japan, our western neighbor, into war against this Nation of peace.

We are fighting Germany because in this war feudalism is making its last stand against oncoming democracy. We see it now. This is a war against an old spirit, an ancient, outworn spirit. It is a war against feudalism—the right of the castle on the hill to rule the village below. It is a war for democracy—the right of all to be their own masters. Let Germany be feudal if she will, but she must not spread her system over the world that has outgrown it. Feudalism plus science, thirteenth century plus twentieth—this is the religion of the mistaken Germany that has linked itself with the Turk; that has, too, adopted the method of Mahomet. “The state has no conscience.” “The state can do no wrong.” With the spirit of the fanatic she believes this gospel and that it is her duty to spread it by force. With poison gas that makes living a hell, with submarines that sneak through the seas to slyly murder noncombatants, with dirigibles that bombard men and women while they sleep, with a perfected system of terrorization that the modern world first heard of when German troops entered China, German feudalism is making war upon mankind. Let this old spirit of evil have its way and no man will live in America, without paying toll to it in manhood and in money. This spirit might demand Canada from a defeated, navyless England, and then our dream of peace on the north would be at an end. We would live, as France has lived for forty years, in haunting terror.

America speaks for the world in fighting Germany. Mark on a map those countries which are Germany's allies and you will mark but four, running from the Baltic through Austria and Bulgaria to Turkey. All the other nations the whole globe around are in arms against her or are unable to move. There is deep meaning in this. We fight with the world for an honest world in which nations keep their word, for a world in which nations do not live by swagger or by threat, for a world in which men think of the ways in which they can conquer the common cruelties of nature instead of inventing more horrible

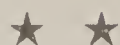
cruelties to inflict upon the spirit and body of man, for a world in which the ambition or the philosophy of a few shall not make miserable all mankind, for a world in which the man is held more precious than the machine, the system, or the state.
—*Franklin K. Lane, Secretary of the Interior.*

We fight for the things which we have always carried nearest our hearts—for democracy, for the right of those who submit to an authority to have a voice in their own governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free people as shall bring peace and safety to all nations and make the world itself at last free.

To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured.—*Woodrow Wilson.*



AMERICA THE BEAUTIFUL



O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

O beautiful for pilgrim feet,
Whose stern impassioned stress
A thoroughfare for freedom beat
Across the wilderness!
America! America!
God mend thine every flaw,
Confirm thy soul in self-control,
Thy liberty in law!

O beautiful for heroes proved
In liberating strife,
Who more than self their country loved,
And mercy more than life!
America! America!
May God thy gold refine,
Till all success be nobleness,
And every gain divine!

O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam,
Undimmed by human tears!
America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

—*Katherine Lee Bates.*

OUR COUNTRY



We love this blessed land of ours,
 Oh fair land, oh free land!
 Its wealth of trees and fruits and flowers,
 Oh fair land, oh free land!
 Its mountains reaching toward the sky,
 Its noble rivers rushing by,
 Its fields that clad in verdure lie.
 Oh fair land, oh free land!

Its sons and daughters love it well,
 Oh fair land, oh free land!
 Here rich and poor in safety dwell,
 Oh fair land, oh free land!
 Oh! where in all the earth is found
 A country where more gifts abound?
 We children love its praise to sound,
 Oh fair land, oh free land!

—*Laura Frost Armitage.*



PATRIOTISM



(To be recited by three boys.)

To be a patriot is to love one's country; it is to be ready and willing, if need comes, to die for the country, as a good seaman would to save his ship and his crew.

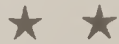
Yes! To love our country, to work so as to make it strong and rich, to support its government, to obey its laws, to pay fair taxes into the treasury, to treat our fellow citizens as we love to be treated ourselves—this is to be good American patriots.—*Dole.*

Every good citizen makes his country's honor his own, and cherishes it not only as precious, but as sacred. He is willing to risk his life in its defense, and is conscious that he gains protection while he gives it.—*Andrew Jackson.*

If we are true to our country in our day and generation and those that come after us shall be true to it also, assuredly we elevate her to a pitch of prosperity and happiness, of honor and power, never yet reached by any nation beneath the sun.—
Anon.



SELECTED FROM "AMERICA'S FUTURE AT STAKE"



By Robert Lansing, Secretary of State

We must all realize that we are living in the most momentous time in all history, in a time when the lives and destinies of nations are in the balance, when even the civilization, which has taken centuries to build, may crumble before the terrible storm which is sweeping over Europe. We are not only living in this critical period but we, as a nation, have become a participant in the struggle. We intend to win in this mighty conflict, and we will win because our cause is the cause of justice and of right and of humanity.

Of course, the immediate cause of our war against Germany was the announced purpose of the German government to break its promises as to indiscriminate submarine warfare and the subsequent renewal of that ruthless method of destruction with increased vigor and brutality.

While this cause was in itself sufficient to force us to enter the war if we would preserve our self-respect, the German government's deliberate breach of faith and its utter disregard of right and life had a far deeper meaning. The evil character of the German government is laid bare before the world. We know now that that government is inspired with ambitions which menace human liberty, and that to gain its ends it does not hesitate to break faith, to violate the most sacred rights, or to perpetrate intolerable acts of inhumanity.

It needed but the words reported to have been uttered by the German chancellor to complete the picture of the character of his government when he announced that the only reason why the intensified submarine campaign was delayed until February last was that sufficient submarines could not be built by that time to make the attacks on commerce effective. Do you realize that this means, if it means anything, that the promises to refrain from brutal submarine warfare, which Germany had made to the United States, were never intended

to be kept, that they were only made in order to gain time in which to build more submarines, and that when the time came to act the German promises were unhesitatingly torn to pieces like other "scraps of paper."

Not impulsively but with deliberation the American people reached the only decision which was possible from the standpoint of their own national safety. Congress declared that a state of war existed between the United States and the Imperial Government of Germany, and this country united with the other liberal nations of the earth to crush the power which sought to erect on the ruins of democracy a world empire greater than that of Greece or Rome or the caliphs.

The President has said that "the world must be made safe for democracy." In that thought there is more than the establishment of liberty and self-government for all nations—there is in it the hope of an enduring peace.

I do not know in the annals of history an instance where a people, with truly democratic institutions, permitted their government to wage a war of aggression, a war of conquest. Were every people on earth able to express their will, there would be no wars of aggression, and if there were no wars of aggression, then there would be no wars, and lasting peace would come to this earth. The only way that a people can express their will is through democratic institutions. Therefore, when the world is made safe for democracy, when that great principle prevails, universal peace will be an accomplished fact.

In spite of the truths which have been brought to light in these last three years I wonder how many Americans feel that *our* democracy is in peril, and that *our* liberty needs protection, that the United States is in *real* danger from the malignant forces which are seeking to impose their will upon the world, as they have upon Germany and her deceived allies.

Let us understand once for all that this is no war to establish an abstract principle of right. It is a war in which the future of the United States is at stake. If any among you has the idea that we are fighting others' battles and not our own, the sooner he gets away from that idea the better it will be for him, the better it will be for all of us.

Imagine Germany victor in Europe because the United States remained neutral. Who then, think you, would be the next victim of those who are seeking to be masters of the

whole earth? Would not this democracy be the only obstacle between the autocratic rulers of Germany and their supreme ambition? Do you think that they would withhold their hand from so rich a prize?

Primarily, then, every man who crosses the ocean to fight on foreign soil against the armies of the German Emperor goes forth to fight for his country and for the preservation of those things for which our forefathers were willing to die. To those who thus offer themselves we owe the same debt that we owe to those men who in the past fought on American soil in the cause of liberty. No, not the same debt, but a greater one. It calls for more patriotism, more self-denial, and a truer vision to wage war on distant shores than to repel an invader or defend one's home.

I know that some among you may consider the idea that Germany would attack us, if she won this war, to be improbable; but let him who doubts remember that the improbable, yes, the impossible, has been happening in this war from the beginning. If you had been told prior to August, 1914, that the German government would disregard its solemn treaties and send its armies into Belgium, would wantonly burn Louvain, would murder defenseless people, would extort ransoms from conquered cities, would carry away men and women into slavery, would destroy some of history's most cherished monuments, and would with malicious purpose lay waste the fairest fields of France and Belgium, you would have indignantly denied the possibility. Today you know that the unbelievable has happened, that all these crimes have been committed, not under the impulse of passion, but under official orders.

Again, if you had been told before the war that German submarine commanders would sink peaceful vessels of commerce and send to sudden death men, women, and little children, you would have declared such scientific brutality to be impossible. Or, if you had been told that German aviators would fly over thickly populated cities scattering missiles of death and destruction with no other purpose than to terrorize the innocent inhabitants, you would have denounced the very thought as unworthy of belief, and as a calumny upon German honor. Yet, God help us, these things have come to pass, and iron crosses have rewarded the perpetrators.

But there is more, far more, which might be added to this record of unbelievable things which the German government

has done. I need only to mention the attempt of the foreign office at Berlin to bribe Mexico to make war upon us by promising her American territory. It was only one of many intrigues which the German government was carrying on in many lands. Spies and conspirators were sent throughout the world. Civil discord was encouraged to weaken the potential strength of nations which might be obstacles to the lust of Germany's rulers for world mastery. Those of German blood who owed allegiance to other countries were appealed to to support the fatherland, which beloved name masked the military clique at Berlin.

The day has gone by when we can measure possibilities by past experiences or when we believe that any physical obstacle is so great or any moral influence is so potent as to cause the German autocracy to abandon its mad purpose of world conquest. For its own safety, as well as for the cause of human liberty, this great republic is marshaling its armies and preparing with all its vigor to aid in ridding Germany, as well as the world, of the most ambitious and most unprincipled autocracy which has arisen to stay the wheels of progress and imperil Christian civilization.



SELECTED FROM PRESIDENT WILSON'S FLAG DAY
ADDRESS DELIVERED AT WASHINGTON,
JUNE 14, 1918



It is plain enough how we were forced into the war. The extraordinary insults and aggressions of the Imperial German Government left us no self-respecting choice but to take up arms in defense of our rights as a free people and of our honor as a sovereign government. The military masters of Germany denied us the right to be neutral.

The war was begun by these masters, who proved to be also the masters of Austria-Hungary. These men have never regarded nations as peoples, men, women, and children of like blood and frame as themselves, for whom governments existed and in whom governments had their life. They have regarded them merely as serviceable organizations which they could by force or intrigue bend or corrupt to their own purpose.

Their plan was to throw a broad belt of German military power and political control across the very centre of Europe and beyond the Mediterranean into the heart of Asia; and Austria-Hungary was to be as much their tool and pawn as Servia or Bulgaria or Turkey or the ponderous states of the east. The dream had its heart at Berlin. It could have had a heart nowhere else! It rejected the idea of solidarity of race entirely. The choice of the peoples played no part in it at all. It contemplated binding together racial and political units which could be kept together only by force.

And they have actually carried the greater part of that amazing plan into execution! Look how the things stand. Austria is at their mercy. It has acted, not upon its own initiative or upon the choice of its own people, but at Berlin's dictation ever since the war began. Its people now desire peace, but cannot have it until leave is granted from Berlin. The so-called Central Powers are in fact but a single power. Servia is at its mercy, should its hands be but for a moment freed. Bulgaria has consented to its will, and Roumania is overrun. The Turkish armies, which Germans trained, are serving Germany, certainly not themselves, and the guns of German warships lying in the harbor at Constantinople remind Turkish statesmen every day that they have no choice but to take their orders from Berlin.

Is it not easy to understand the eagerness for peace that has been manifested from Berlin ever since the snare was set and sprung? Peace, peace, peace has been the talk of her foreign office for now a year and more; not peace upon her own initiative, but upon the initiative of the nations over which she now deems herself to hold the advantage. A little of the talk has been public, but most of it has been private. Through all sorts of channels it has come to me, and in all sorts of guises, but never with the terms disclosed which the German government would be willing to accept. That government has other valuable pawns in its hands besides those I have mentioned. It still holds a valuable part of France, though with slowly relaxing grasp, and practically the whole of Belgium. It cannot go further; it dare not go back.

The military masters under whom Germany is bleeding see very clearly to what point fate has brought them. If they fall back or are forced back an inch, their power both abroad and at home will fall to pieces like a house of cards. It is their

power at home they are thinking about now more than their power abroad. It is that power which is trembling under their very feet; and deep fear has entered their hearts. If they can secure peace now with the immense advantages still in their hands which they have up to this point apparently gained, they will have justified themselves before the German people; they will have gained by force what they promised to gain by it; an immense expansion of German power, an immense enlargement of German industrial and commercial opportunities. Their prestige will be secure, and with their prestige their political power. If they fail, their people will thrust them aside; a government accountable to the people, themselves, will be set up in Germany as it has been in England, in the United States, in France, and in all the great countries of modern time except Germany.

For us there is but one choice. We have made it. Woe be to the man or group of men that seeks to stand in our way in this day of high resolution when every principle we hold dearest is to be vindicated and made secure for the salvation of the nations. We are ready to plead at the bar of history, and our flag shall wear a new lustre. Once more we shall make good with our lives and fortunes the great faith to which we were born, and a new glory shall shine in the face of our people.



THE FLAG ON THE FARM



We've raised a flagpole on the farm
And flung Old Glory to the sky,
And it's another touch of charm
That seems to cheer the passer-by.
But more than that, no matter where
We're laboring, in wood and field,
We turn and see it in the air,
Our promise of a greater yield
It whispers to us all day long
From dawn to dusk, "Be true, be strong;
Who falters now with plough or hoe
Gives comfort to his country's foe."

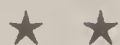
It seems to me I've never tried
To do so much about the place,
Or been so slow to come inside.
But since I've got the Flag to face,
Each night when I come home to rest,
I feel that I must look up there
And say, "Old Flag, I've done my best,
Today I've tried to do my share."
And sometimes, just to catch the breeze,
I stop my work, and o'er trees
Old Glory fairly shouts my way,
"You're shirking far too much today!"

The help have caught the spirit, too;
The hired man takes off his cap
Before the old red, white and blue,
Then to the horses says, "Giddap!"
And, starting bravely to the field,
He tells the milkmaid by the door,
"We're going to make these acres yield
More than they've ever done before!"
She smiles to hear his gallant brag,
Then drops a curtsy to the Flag,
And in her eyes there seems to shine
A patriotism that is fine.

We've raised a flagpole on the farm
And flung Old Glory to the sky;
We're far removed from war's alarm
But courage here is running high.
We're doing things we never dreamed
We'd ever find the time to do,
Deeds that impossible once seemed
Each morning now we hurry through.
The Flag now waves above our toil,
And sheds its glory on the soil;
And man and boy look up to it
As if to say, "I'll do my bit!"

—*Edgar A. Guest.*

WHY I CANNOT BE A NEUTRAL



I went into Belgium and occupied France a neutral, and I maintained while there a steadfastly neutral behavior. But I came out no neutral. A people or a government which can do what the Germans did and are doing in Belgium and France today must not be allowed, if there is power on earth to prevent it, to do this one moment longer than can be helped, and they must not be allowed ever to do it again.

I went in also a hater of war, and I came out a more ardent hater of war. The only way in which Germany under its present rule and in its present state of mind can be kept from doing what it has done is by force of arms. It can not be prevented by appeal, concession, or treaties. Hence, ardently as I hope that all war may cease, I hope that this war may not cease until Germany realizes that the civilized world simply will not allow such horrors as those for which Germany is responsible in Belgium and France to be any longer possible.—*Vernon Kellogg, Director for Commission of Relief in Belgium and Occupied France.*



THAT MEANS YOU



It is variously asserted, with vigor and emphasis, that the war will be won by ships, by munitions, by food, by money, by soldiers. Some say one thing, some another. None of them is wrong—but no one of them is right.

The war will be won by the spirit, by vision and courage and sacrifice. In proportion as the peoples united against German barbarism see clearly, act fearlessly and give themselves generously, will the victory for humanity and the world come quickly.

Ships and munitions and food and money and men are indispensable. But unless the spirit of devotion and sacrifice infuse itself through every part of the nations that must provide them all their providing will be of no avail.

The peoples of our allies have learned this truth in bitterness and travail. It has been burned into their souls with the searing iron of frightfulness. We Americans are the quick

ones, the ready ones, the "hustling" ones. We have gone rapidly along the appointed road that leads against the enemy's line once we set our foot upon it. But this vital truth we have not yet learned in fullness and "by heart." It is thus that we must learn it. It must come to glow with a quenchless fire in a hundred million hearts if the nation that is theirs is to take its full part in the salvation of the world for the ideals that are theirs.

The war, so far as we are concerned in it, will not be won by ships or troops or guns or supplies or dollars, though it might be lost for the want of them. It will be won by the man in the street and the woman in the home. It will be won by you and your like, by yourself and family, your friends, your neighbors, your associates, your fellow workers.

Is this your war? Do you feel it yours, believe it yours, know it yours? Have you done something to make it yours—something definite, something real, something that hurts? This is democracy's war. It is waged for democracy; it must be won by democracy.

Democracy—that means you.—*The Independent*.



DO YOUR ALL



Now what have you done to help in the war?
 And how have you stood the test?
 Have you done so much that you can't do more?
 Have you done your level best?
 Are you satisfied? Do you think to quit
 Giving aid at your country's call?
 Do you pride yourself on doing your "bit"
 When others are doing their *all*?

Maybe you've purchased a Liberty Bond
 With money you well can spare;
 You have signed a cheque—been quick to respond—
 And pleased to have done your "share."
 To have done your "share?" Ah, the shame of it!
 To have done your share with a scrawl;
 Complacent because you've given your bit,
 While others are giving their *all*!

War calls for the *best* from every one,
 Not merely from those who fight;
 Our part in the work has merely begun;
 As we battle for God and right,
 Go to it then, with all your grit,
 Americans, great and small!
 Drop your impertinent "doing my bit!"
 The least you can do is your *all*!

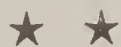
Our boys at the front are giving their lives,
 As Christ gave His life for mine;
 With God-given courage each soldier strives
 That the world may be whole again.
 In that fury of strife in hell's own pit
 They fight as their comrades fall;
 Are you satisfied to be giving your "bit"
 When heroes are giving their *all*?

Think as you lie in your warm, cozy bed
 Of them lying there in the mud;
 Think of the wounded, the blinded, the dead,
 The horrors, the filth, and the blood;
 Think of those who will never submit,
 Who are in it beyond recall.
 Away with your selfish "doing my bit,"
 Be true to yourself—do your *all*!

—*Selected.*



THE SPIRIT OF THE TIMES



Did we tackle that trouble that came our way
 With a resolute heart and cheerful?
 Or hide our faces from the light of day,
 With a craven heart, and fearful?
 A trouble's a ton or a trouble's an ounce,
 Or a trouble's what we make it;
 And it isn't the fact that we're hurt that counts;
 But only—how did we take it?

Let's up and with a smiling face;
It's nothing against us to fall down flat,
But to lie there—that's the disgrace.
The harder we're thrown, why the further we'll bounce;
Take pride in the blackened eye;
It isn't the fact that we're licked that counts,
It's how did we fight—and why.

And though we be done to death, what then?
If we battled the best we could.
If we play our part in this world of men,
The critic will call it good.
Death comes with a crawl or he comes with a pounce;
It isn't the fact that we're dead that counts;
But only—how did we die?

—*Selected.*



“Youngster, let that show you what it is to be without a family, without a home, and without a country. And if you are ever tempted to say a word or say a thing that shall put a bar between you and your family, your home and your country, pray God in His mercy to take you that instant home to His heaven. Stick by your family, boy; forget you have a self, while you do everything for them. Think of your home, boy; write and send, and talk about it. Let it be nearer and nearer to your thought the farther you have to travel from it; and rush back to it when you are free, as the poor black slave is doing now. And for your country, boy, and for that flag, never dream a dream but of serving her as she bids you, though the service carries you through a thousand hells. No matter what happens to you, no matter who flatters you or who abuses you, never look at another flag, never let a night pass but you pray to God to bless that flag. Remember, boy, that behind all these men you have to do with, behind officers and government and people even, there is the country, herself, your country, and you belong to your own mother.”—*Hale, in Man Without a Country.*

Breathes there a man, with soul so dead,
 Who never to himself hath said,
 This is my own, my native land!
 Whose heart hath ne'er within him burned,
 As home his footsteps he hath turned
 From wandering on a foreign strand?
 If such there breathe, go, mark him well;
 For him no Minstrel raptures swell;
 High though his titles, proud his name,
 Boundless his wealth as wish can claim;
 Despite those titles, power and pelf,
 The wretch, concentered all in self,
 Living, shall forfeit fair renown,
 And, doubly dying, shall go down,
 To the vile dust from whence he sprung,
 Unwept, unhonored and unsung.

—*Scott's Lay of the Last Minstrel.*



VERDUN



She is a wall of brass!
 You shall not pass! You shall not pass!
 Spring up like summer grass,
 Surge at her, mass on mass,
 Yet shall you break like glass,
 Splinter and break like shattered glass,
 But pass?
 You shall not pass!

German, you shall not, shall not pass!
 God's hand has written on the wall of brass
 You shall not pass! You shall not pass!
 France sets her teeth, she bows her head—
 You shall not pass!
 She mourns her wounded and her dead—
 You shall not pass!
 Till the last soul in that fierce line has fled
 You shall not pass!

The torn hills are quaking,
 The valleys are shaking,
 The earth and the sky seem breaking,
 But unbroken, undoubting,

A wonder and a sign
She stands, France stands, and
Still holds the line.
Help France? Help France?
Who would not, thanking God
For the chance,
Stretch out his hands and run to succor France!



THE CHOICE



The American Spirit speaks:

To the Judge of right and wrong
With Whom fulfilment lies
Our purpose and our power belong,
Our faith and sacrifice.

Let Freedom's land rejoice!
Our ancient bonds are riven;
Once more to us the eternal choice
Of good or ill is given.

Not at a little cost,
Hardly by prayer or tears,
Shall we recover the road we lost
In the drugged and doubting years.

But after the fires and the wrath,
But after searching and pain,
His mercy opens us a path
To live with ourselves again,

In the Gates of Death rejoice!
We see and hold the good—
Bear witness, Earth, we have made one choice
For Freedom's brotherhood.

Then praise the Lord Most High,
Whose strength hath saved us whole,
Who bade us choose that the flesh should lie
And not the living soul!

—Kipling.

“FOR ALL WE HAVE AND ARE”

For all we have and are,
For all our children's fate,
Stand up and meet the war.
The Hun is at the gate!

Our world has passed away
In wantonness o'erthrown,
There is nothing left today
But steel and fire and stone.

Though all we knew depart,
The old commandments stand:
“In courage keep your heart,
In strength lift up your hand.”

Once more we hear the word
That sickened the world of old:
“No law except the sword
Unsheathed and uncontrolled.”
Once more it knits mankind,
Once more the nations go
To meet and break and bind
A crazed and driven foe.

Comfort, content, delight—
The ages slow-bought gain—
They shrivelled in a night,
Only ourselves remain
To face the naked days
In silent fortitude,
Through perils and dismays
Renewed and re-renewed.

Though all we made depart,
The old commandments stand.
“In patience keep your heart,
In strength lift up your hand.”

No easy hopes or lies
Shall bring us to our goal,
But iron sacrifice
Of body, will, and soul;
There is but one task for all—
For each one life to give.
Who stands if freedom fall?
Who dies if England live?

—*Kipling.*

Historic Tableaux:

(Pose Patriotic Pictures.)

The Spirit of '76.

Puritans Going to Church.—*Boughton*.Pilgrims in Exile.—*Boughton*.Pilgrims Going to Church.—*Boughton*.Landing of Columbus.—*Vander Lyn*.Death of Columbus.—*Wappers*.Priscilla and John Alden.—*Fredericks*.The Surrender of Burgoyne.—*Trumbull*.

If copies of these pictures may not be had, suitable pictures may be chosen from United States Histories and used as tableaux.

**A Letter to Mrs. Bixley of Boston**

Executive Mansion, Washington,
November 21, 1864.

Mrs. Bixley,
Boston, Massachusetts.

Dear Madam:

I have been shown in the files of the War Department a statement of the Adjutant-General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I can not refrain from tendering to you the consolation that may be found in the thanks of the republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully,

ABRAHAM LINCOLN.

LITTLE PATRIOTS

The posters on the street all say
That we must do our share,
And rally round our sailor boys
And soldiers everywhere.

Our nursie says, they'll go away,
Far, far across the sea,
And on the fields of sunny France
They'll fight for you and me.

So don't you think that you and I
Might see what we can do?
Then even if we're very small
We'll know we're helping, too.

And if we don't know how to knit
The mufflers and the socks,
Still we can save our pennies
For the Junior Red Cross Box.

For every one can do his bit,
If he but does his best,
And Uncle Sam needs little folk
As well as all the rest.

—*Eldna A. Cooke, in St. Nicholas.*



A PATRIOTIC TOAST

Here's to the blue of the wind-swept North,
When we meet on the fieds of France,
May the spirit of "Grant" be over them all
When the "Sons of the North" advance.

Here's to the gray of the sun-kissed South,
When we meet on the fields of France,
May the spirit of "Lee" be over them all
When the "Sons of the South" advance.

And here's to the Blue and Gray as one,
When we meet on the fields of France,
May the spirit of God be over them all,
When the "Sons of the Flag" advance.

A TRIBUTE TO WOMAN

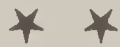


Woman's rightful place in the economic world is absolutely assured. Grim war has made it so. As man bravely shoulders his gun and marches off to the trench, in answer to his country's call, luckily woman puts her hand to the abandoned plow and jubilantly, efficiently, patriotically, takes as her bit the work of supplying the homes' needs in this emergency of providing for him at the trench as well.

The woman goes into the factory to mould the bullet that man shall use to halt the march of the lust-besotted, honor-spurning, beast-like super-Hun.

In business-like fashion she prosaically goes forth to solicit the bond, the war stamp and the free will offering that shall furnish the means whereby this war for the preservation of civilization may be won. She kisses the boy of her heart a tender good-bye as only a mother can, but far from succumbing to her grief she urges him on, bidding him be brave, loyal and true, and, if it be God's will that he never return, to die game, that she in her deep bereavement may still have this noble, sustaining thought to comfort her—HE DIED A MAN. Spartan mother could do no more.

These and a thousand other equally sublime acts show the work of her hand in this—America's—the World's—hour of supreme trial. And yet with that same hand she still has time to minister to the wounded, distressed or dying khaki clad man at the battling line, for in spite of all she has not failed to be a woman still. In the Red Cross she is the loving, living Angel-Mother to those who must bleed and die that the whole world shall be made safe for democracy.—*By Juan J. Clancey, Fort Sumner.*

GOD SAVE—KEEP—HOLD—OUR MEN

(Tune, "America." Key F.)

God SAVE our splendid men
Send them safe home again
God SAVE our men.
Make them victorious,
Patient and chivalrous,
They are so dear to us.
God SAVE OUR MEN.

God KEEP our own dear men,
From every stain of sin
God KEEP OUR MEN.
When Satan would allure,
When tempted KEEP them pure,
Be their protection sure—
God KEEP our men.

God HOLD our precious men,
And love them to the end,
God HOLD our men.
Held in Thine arms so strong
To Thee they all belong,
Held safe from every wrong,
God HOLD OUR MEN.

(The above song furnished on application to D. N. Smith & Son,
Printers, 416 N. 21 Street, Birmingham.)

LOYALTY IS THE WORD TODAY—LOYALTY TO THE U. S. A.



SONG

North, South, East and West, your country calls you,
To swear you'll be true to the Red, White and Blue;
United, we stand; divided, we fall;
A free sea and land means freedom for all.
Then show your colors bravely, each maid and man,
A true united nation, proud American;
With loyalty, with courage, and pride we say,
"We stand by our flag and our country today!"

CHORUS

Loyalty is the word today,
Loyalty to the U. S. A.;
"Peace with honor," the nation cries,
Peace without—the nation dies.
Now's the time for hearty action,
Without fear, and without faction;
Loyalty is the word today,
Loyalty to the U. S. A.!

'Tis no time for doubt, 'tis no time to pause;
With love and with faith we'll be true to our cause;
Defending our land, protecting our trust,
For freedom we'll fight, and die if we must.
Then show your colors bravely, each maid and man,
A true united nation, proud American;
With loyalty, with courage, and pride we say,
"We stand by our flag and our country today!"

—*By Dee Dooling Cahill and J. E. Andine.*

Words and music sold at all music stores, department stores and 5 and 10 cent stores. Price 10c. Published by GREAT AIM SOCIETY, 839 West End Avenue, New York City.

AN APPEAL TO AMERICA

CHARACTERS

1. *America*.....A girl dressed as Goddess of Liberty.
2. *France*.....A girl in costume wearing a liberty cap and carrying a French flag.
3. *Belgium*.....A small girl in national costume with Belgian flag.
4. *Serbia*.....A small girl in national costume with Serbian flag.
5. *Roumania*.....A small girl in national costume with Roumanian flag.
6. *Italy*.....A small girl in national costume with Italian flag.
7. *England*.....A girl in costume wearing crown and carrying British flag.
8. *Herald*.
9. *American Army*.....A boy in military costume.
10. *American Navy*.....A boy in naval costume.
11. *Wealth*.....A boy well-dressed, typifying capital.
12. *Labor*.....A boy in laborer's garb. (May be accompanied by smaller boys dressed to represent miner, railroad employee, etc.)
13. *Agriculture*.....A boy dressed to represent a farmer, carrying hoe or rake and a basket of agricultural products.
14. *Conservation*.....A girl wearing a "Conservation Uniform."
15. *American Red Cross*.....A girl in Red Cross uniform.
16. *Junior Red Cross*.....A very small child in Red Cross uniform.
17. *Y. M. C. A.*.....A boy dressed as Army Y. M. C. A. worker.

Enter America with Herald.

America: For more than a year have I warred against the rule of might—against the law of the jungle as the highest principle of nations. Two opposing forces are gripped in struggle, might against right.

So far our allies have borne the burden of the combat. They have fought bravely and well in defense of free government. Now they come to recount their deeds and to advise how best we may contribute towards the overthrow of the world-old evil.

Let our Allies approach.

(Herald goes toward right of stage where he meets the allies. He ushers them in and advances with France toward America.)

Herald: The first friend of our early struggles, France, with her freedom born of bloodshed and revolution, stands at our doors.

America: I greet you, beloved sister of exalted ideals!

France: France! What magic, what spirit in the name! I am a peace-lover, a believer in liberty, equality, fraternity.

I have given art and science to the world. I was busy with domestic affairs when suddenly I again heard the cannon and the war cry of the fierce Teuton to the east. It was this tribe of blood-thirsty vandals who, fifty years ago, waged an aggressive war on me, killed and starved my men, women and children, burned my towns, stole Alsace and Lorraine, left peace and liberty bleeding, and levied indemnity upon my land. In 1914, this savage again left his lair and set out with ruthless, indescribable murder to devastate Paris and to crush and dominate the world.

But for that price, valor, and patriotism which fills my heart and soul, Paris would have fallen again to these hordes. I rose to arms to the tocsin of the Marsellaise and checked the tyrant's onslaught. For more than three years I have held him at bay. I have fought night and day for my beloved freedom.

America! America! Goddess of Liberty! I implore thy aid!

(Turns to assembled allies.)

To arms, to arms, ye brave! And we will continue to fight until France is a sea of blood, even though there be none left to bury the dead. March on, march on, ye sons of France! Awake to glory! Drive back the ruffian band! March on to victory or to death!

America: O wonderful France! Thy spirit uplifts us.

All: Vive, La France!

Herald: Now approaches Belgium, whose tragedy fills our hearts with grief.

America: O Belgium! Your desolation has aroused lovers of justice throughout the world. May God speed the day of your restoration.

Belgium: In 1914, Germany brushed aside her treaty, her honor solemnly pledged, and invaded my domains. She murdered my people, destroyed my industries, burned my homes and citizens!

Three and one-half millions of Belgians are wholly dependent for their very existence upon the Allies!

To us the American flag is sacred, the English flag is sacred, the French flag is sacred, for under the folds of these flags we have been fed and clothed. Oh continue to help me, Allies! Keep your sacred banners flying till you have overcome Germany's menace, till the Flag of Democracy is hoisted over every nation!

America: Cursed be this German hypocrisy! The invasion of Belgium was not a device resorted to in a moment of alarm; it was a part of Germany's carefully developed plan to defy Europe.

Herald: I announce Serbia, one of the small nations for whose defense stronger nations are arrayed.

America: Serbia, you, too, have lost all to satisfy the enemy's cruel thirst for dominion.

Serbia: Proudly I repelled the barbarians; yet could my victories be other than short-lived when the force of Austria's ambition o'erswept my land?

My heart is wrung with remembrance of the disastrous retreat, and I am drained of blood! O remnants of my valiant army! O my once happy, thrifty peasantry! O my glad-yielding lands! All clutched by a relentless foe!

Near Monastir alone are 40,000 villagers dependent upon charity, robbed of all means of self help. My brave sons suffering in wretched hospitals for want of medicine and nourishment, children and aged women homeless and starving hold out their hands in piteous appeal. Great-hearted sister, send the help I crave!

America: Belgium! Serbia! Your pleas have been heard. Within my land are philanthropic forces at work to continue donations for the solace of your crushed peoples.

Herald: Roumania, another of the Balkan nations, comes to portray her suffering and humiliation and to state her claim to a place in the midst of those fighting the battles of freedom.

Roumania: No words can give a true story of the suffering within my borders since I entered this great conflict. At

the beginning of the war my population numbered eight millions; only four millions are now left; disease alone carried away 100,000; three-fourths of my territory is gone; my food supply is cut off; my cities are demolished and my fields devastated.

In behalf of women and children who have suffered so bitterly, I bring to you a letter from my queen.

(Reads the following letter.)

Since my country has especially suffered from the war, I have had to put myself at the head of many forms of service; especially for the orphans; for a woman in time of stress should be able to show the way to her nation. Nowhere am I more sure of finding real sympathy and compensation than among the American women, who have themselves played so noble a part in the life of their country.

My Roumania has been called to drink to the very dregs the bitterness of war. Not only have our brave men, to the number of some 200,000, given their lives to battle, but their homes and families, and especially the little children have had to pay the greater price of continuing to live amid such hunger and cold and sickness and need as are incomprehensible to the women of America.

Our hearts are not dismayed, even though our bodies suffer cruelly. Roumania will stand fast to the end. I hope that the women of America will help keep the children alive for the great tomorrow that is coming to us all after the war.

Yours in the fellowship of the mother-heart,

Marie, Queen of Roumania.

Herald: There comes an appeal from the land that gave the world the most renowned sailor, the discoverer of our own great continent. From the people whose ancient city on seven hills once ruled the world comes tidings of fierce struggles on their historic soil. Italy!

Italy: From Serbia's calamity I learned the Teuton mind toward small nations. Slowly it was driven home to me that the urgency of my aid towards making real the German dream of power accounted for the consideration I received at German hands. How long would it be before I became another Serbia? Only so long as it would take to overcome France and England. This knowledge made

me renounce my agreement with Germany and become a neutral. I could not help destroy the nations which kept me from Serbia's fate. I made the cause of France and England my own.

Upon entering the great conflict, I placed an army at Austria's frontier to relieve the western front. As further assistance I blockaded Austrian ports, joined in patrolling the Mediterranean, convoyed transports to Egypt, to Turkey, and to Suez.

At present the lack of such war material as coal, gasoline, and munitions hampers my activity and sets on foot military troubles. Your aid, America, to supply my war needs and to stimulate my army to effective war making!

Herald: Our mother-country, England, is present at our council.

America: England, I welcome you! Too long there has been estrangement. Henceforth, with a common language, a common ancestry, common purposes and ideals, we shall forever stand bound by the strongest ties. Freedom shall ever find in us its firmest support.

England: I stand for the achievements, the character, and the ideals of the Anglo-Saxon peoples. My illustrious past is the history of political and religious freedom. My people have made the greatest contributions to civilization.

I was unprepared for war in 1914, since I did not recognize the danger that lay across the channel in Germany. With my matchless fleet I swept German commerce from the seas, and so helped to save the Allies' cause from failure.

Immense are my contributions in service, in money, and in human life. In addition to my enlisted soldiers and sailors there are two million workers engaged in war industries. Millions of pounds are expended annually as my part of the financial burden. War's hideous demand in blood appalls civilization! My weekly casualty list has reached 30,000.

Germany's weapon, the submarine, forged for my navy and sharpened for America, is on its way to failure. Tonnage becomes the decisive factor. Ships, and yet more ships must be provided. In no way can you help more than in building ships. Are you succeeding? Are

you applying your best brains and throwing your great energies into this worthy contribution to our cause?

America! Respond! Carry your resolve to execution.

America: I have heard the messages of my Allies. I must aid in this great struggle. It is more than mere sentiment—the foundations of my republic are threatened. If I would defend my beloved land, I must offer sacrifices from all my resources. What shall be my response to defenders of a cause that must finally involve my own existence as a nation?

My children, speak!

(Turns to left of stage and extends hands to *Army, Navy, Wealth, Labor, Agriculture*, etc., who enter.)

American Army: I am the American Army. I sprang into being when the American farmer deserted his plow in the furrow, took down his flintlock and powder horn, and became the minute man in defense of his country. My creation marked a new era in the rights of men, for it was the beginning of "government by consent of the governed." I aided its birth; I nurtured its growth; and I protect its fullness. I defend it from division within and danger without.

I have no military castes. In time of need I call on farmer, doctor, clerk, business man, merchant. Knowing that I will not use them for the destruction or conquest of small peoples, they willingly respond. I call them to suffer cold, hunger, wounds and even death. Their service ended, they return to their homes and beat their swords into plowshares, work faithfully at the arts of peace, and carve their conquests out of undeveloped prairies, forests, rivers and lakes.

I had my beginning with Washington; I reach my full growth with Wilson. I helped Washington free the colonies from tyranny; I helped Monroe and Lincoln free the Western Hemisphere; and I am helping Wilson free the world.

American Navy: In every fight for liberty and the rights of mankind, from the early days of the republic to this critical hour, the ready sailors of America have been the first to feel the enemy's steel, the first to draw the blood of the antagonist. When the cruel Weyler clutched the throat of the Queen of the Antilles, it was the guns of Schley

and of Dewey that broke the tyrant's hold. When the unspeakable Huerta would have added to the murder of his own Madero an insolent defiance of the Stars and Stripes, it was the threatening guns of Fletcher and his intrepid marines that drove him from the land he had desecrated. When the imperial Kaiser, the self-styled man of God, bade civilization accept autocracy or take the sword, Democracy's champion across the seas answered the challenge and sent her fighting squadrons to make way for liberty!

Already our ships have landed thousands of soldiers on the battle front to hearten the spirits of our gallant but weakening Allies; and ere the lilies of France shall have bloomed again, still other thousands will have taken their place in the fighting line for justice.

The peoples of blood-soaked Europe are looking to the West. From out the "land of the free" must come the relief for which they cry.

"Humanity with all its fears,
With all its hope of future years,
Is hanging breathless,"

on the turn of the mighty conflict which shall determine for all time the right of nations to live in safety, security and peace.

Wealth: I am Wealth. You may recognize me in the pennies of little children, in the silver dollars, in paper money, in gold or in stocks, bonds and securities worth millions. I represent all kinds of valuable things. Without me the war would be lost. I pay the soldiers and sailors; I pay the shipbuilders; I pay for the camps; I pay for the guns and munitions; I pay for the food and clothes of the soldiers; I pay for the railroads and steamships to haul the soldiers, food, ammunition, and supplies; I pay for all comforts of our soldiers; I pay for medicine and bandages for the wounded; I pay the doctors and the Red Cross nurses.

I have furnished and I will continue to furnish billions to meet the needs of the Allies. I cannot do all my work without your help. Buy a Baby Bond! Buy Thrift Stamps! Help the Red Cross and the Y. M. C. A.! *Don't be a slacker!*

Labor: I am the factor to help you solve present economic problems. I can call upon the various branches of mechanics and get enough men to begin work immediately upon the cantonments that you will need for your armies.

Each farmer will do all he can to raise more foodstuffs in order that we can feed our armies and those of our allies. I will not only ask the farmers to produce more but I will build up among the laborers of cities and towns a sentiment for home gardens and for poultry and hog raising.

Our mines are loyal. Count on them to mine diligently that America's manufacturing and traffic may speed. Only lack of coal will cause industrial plants to close. Factory workers will do their utmost to increase the output during the war period. Already the munition factories have been supplied with skilled labor.

To win the war without the sympathetic cooperation of Labor would be impossible; therefore, I hope to develop a spirit of unselfishness and of loyalty in each worker.

Agriculture: America, I have heard with interest what my brothers, the Army, the Navy, Wealth and Labor propose to do in this mighty struggle to make the world free. I feel that our noble soldiers are in good hands when entrusted to their care, and that when the time comes for them to "go over the top" these organizations will be with them with all the comfort at their command. But the bodies of our boys must be nourished with wholesome food, else skill will be of no avail.

I dedicate the whole of my production for the use of our own nation and of our allies who are fighting so valiantly on European battle fields. I will strive, O America, to make the yield of foodstuffs, of forage, and of live stock equal to your needs and expectation.

Conservation: I am Conservation. I am commander-in-chief of a mighty army. My major-general is Woodrow Wilson. My generals are Herbert Hoover and H. A. Garfield. My faithful soldiers are millions of American men, women and children.

Do you ask how we shall win this war? Economy will win the war! We shall sow, save and serve. We shall sow the seeds which will bring forth the most necessary crops. We shall plant in every available space, in front

yards, in backyards—everywhere! We shall save. We shall buy only necessary articles and let the luxuries wait. By substitutes we shall save our wheat for the allied soldiers whose wheat fields are now converted into battle fields. We shall save our coal to fill the bunkers of ships to carry food to our boys “over there.” One shovel of coal saved in each home each day will mean a total saving of fifteen millions of tons a year,—enough to send a fleet of 25 battleships three thousand miles across the Atlantic to guard our transports. We shall observe “wheatless days,” “meatless days,” “heatless days,” and “lightless nights.”

We shall win! This great army, the whole American nation, moves in one accord, subject to my will.

I am Conservation! I shall lead the allies to victory and the whole world to permanent peace!

American Red Cross:

Where horror grips the stoutest heart,
 Where bursting shells shriek high,
 Where human bodies shrapnel scourged,
 By thousands suffering lie,
 Threading the shambles of despair,
 'Mid agony and strife,
 Come fleetest messengers who wear
 The crimson cross of life.

Can we, so safely sheltered here,
 Refuse to do our part,
 When some who wear the crimson cross
 Are giving life and heart
 To succor those who bear our flag,
 Who died that we may live?
 Shall we accept their sacrifice
 And then refuse to give?

I represent, America, your tenderness for your wounded soldiers and sailors and for all others in distress. Of my service let France, Belgium, Serbia, England, Armenia, Roumania and Russia speak. Thousands upon thousands of defenseless women and children, tubercular sufferers, terrified refugees, broken hearted repatries, and wounded soldiers in the trenches bless the mercy of my

ministrations which America's wealth and generosity sustain.

And this, the Junior Association, a child of wonderful promise, lends aid at home to further my work abroad.

Junior Red Cross: I am a child. I am also a citizen. Any citizen of America who does not give service to his country when that service is needed deserves to be called a slacker. I am not a slacker, but a Junior Red Cross soldier.

I can help, and I *will* help! My help shall be given as our President, Woodrow Wilson, has asked me to give it through the Junior Red Cross, by money or by patriotic service.

I wear this Red Cross button to tell the world that I am a true American, and that I am helping our soldiers to win the war.

Y. M. C. A.: No single organization has contributed more toward winning this war than have I. I have fostered physical, mental, and spiritual growth. I have furnished books, magazines, and literature of the best type for the mind; wholesome games, systematic exercise, and food for the body; companionship, social life, and the word of God as gospel from human messengers for the uplift of the soul and spiritual life.

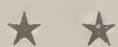
I am thus a trinity of blessings.

America: After a period of infinite patience I have entered this righteous war with deliberation and set purpose. I dedicate to this cause the full measure of my devotion.

Among my Americans no hand is unwilling, no heart reluctant to do what can be done. Business men are forfeiting large incomes and young men are sacrificing their most cherished ambitions in order that they may offer their lives to their country. Mothers are giving their sons to the nation and wives are bidding their husbands God-speed as they sail for France. Millions face tasks today that are new and hard and bitter, and are facing them with a smile.

"A supreme moment of history has come! The eyes of the people have been opened and they see. The hand of God is laid upon the nations. Our cause is just and holy,—for this we entered the war and for this cause will we battle until the last gun is fired!

THE JUNIOR RED CROSS



To the Boys and Girls of Alabama:

In the far away countries of Europe there are boys and girls, little children and babies who are hungry, half-clothed and desolate. Many of them have no parents, no homes and no schools.

The armies of the enemy have left a trail of misery, tragedy and horror, and in the midst of it all these helpless children stand with hands outstretched toward the children of America.

Will you help them, you who live in peace and comfort? Children of slackers and of cowards will perhaps turn a deaf ear to this plea, but your forbears were proud, brave patriots, who bore untold hardships without complaint.

You boys can not go into the trenches as, doubtless, you wish to; you girls can not minister to sick and wounded soldiers, who are fighting for your honor and safety, but there is much that you can do right here at home.

All over the United States people are enlisting in the Junior Red Cross. Twenty million young lives will be consecrated to the service of their beloved America, on or before the birthday of George Washington. That day, February 22, is the day on which the Junior Red Cross drive will come to its climax. No more fitting celebration of Washington's birthday could possibly be planned than this. President Wilson sends you this message about the work:

"Our Junior Red Cross will bring you opportunities of service to your community and to other communities all over the world, and guide your service with high religious ideals. It will teach you how to save, in order that suffering children elsewhere, will have a chance to live.

"It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. It will send to you through the Red Cross Bulletin, thrilling stories of rescue and relief. And best of all, more perfectly than through any of your other school lessons, you will learn by doing these kind things, under your teachers' direction to be good future citizens of this great country which we all love."

Your teacher will tell you just how to join the Junior Red Cross, and will help you find the sort of work that you can do best. The membership fee is twenty-five cents, and if you earn or save this amount yourself, that will place you on a sort of honor list. If, for any reason, you can not pay the twenty-five cents, then there are a number of creditable services that you can perform, instead. Your teacher will tell you about that.

The "Morale" of any army has much to do with its victory or success. A small force with spirit, confidence, and courage can overcome a big army of half-hearted men.

Just realize that the spirit of American boys and girls who are working hard and feeling right about winning this war will spur grown people on to greater efforts, and in the end create a mighty wave of patriotism and self-denial.

You have your great opportunity this week to improve the morale of the entire country. You will do your part, I know.

We are depending upon you, children of Alabama. "God bless you every one."

Your sincere friend,
SPRIGT DOWELL,
State Superintendent of Education.



The Junior Red Cross or Auxiliary Red Cross Work for the Schools

(This article is introduced by a few quotations from Red Cross literature setting forth the origin and purpose of the organization of the Junior Red Cross.)

"Through the Junior Red Cross, which has been created in accordance with a plan accredited largely to Dr. H. N. McCracken, President of Vassar College, it is proposed to give the 22,000,000 school children of the United States an active share in the work of the Junior Red Cross."

"The War Council of the American Red Cross adopted the plan on September 3, 1917. It is administered by Directors of Junior Membership in fourteen divisions through the United States. Under them work the Chapter committees and school officers. But it is the children who are the important workers in this great society."

“The purpose of the Junior Red Cross is largely educational, and its activities will be carried on entirely in the schools, as a part of the school work. Through steady and an active participation in relief and welfare work, its members, who are at an age that responds immediately and strongly to the appeal of patriotic service, will be permanently enlisted among the creative forces of good citizenship. The service they will render in the Red Cross is obvious. By actual results, children in some schools working under proper instructions and supervision, have already demonstrated their efficiency in preparing Red Cross supplies. Their value to the Red Cross will be further increased by the cultivation of an intelligent support on their part and the enlistment of their parents’ interest.”

“Henry P. Davison, Chairman of the War Council of the American Red Cross, says: “When I was talking with the President about the program I then said that I believed that nothing in the Red Cross was as important as the Junior Membership Work.”

Rules Governing the Organization of Junior Red Cross

1. Any public, private or parochial school may join the Junior Red Cross. Then all the boys and girls in the school become members of the American Red Cross.

2. (a) The school authorities must give their consent.

(b) The school must either collect dues or take pledge that it will do Red Cross work.

(c) The school then makes formal application for membership to the local Chapter or branch school committee showing that it has collected the dues or taken the pledge.

Then the school becomes a School Auxiliary of the Junior Red Cross and each child in the school becomes a member in the American Red Cross.

3. The dues for each school are as much money as would be collected if each child in the school gave 25c.

The whole school collects and pays the dues all together. The money may be raised in any way which the School Auxiliary decide, with the approval of the Chapter or branch school committee.

4. Each school auxiliary uses its enrollment fund for the purchase of material for its own boys and girls to make into supplies needed by the Red Cross.

5. If the dues are too much for the school to pay, it may still become an auxiliary if the boys and girls make a pledge satisfactory to the Chapter School Committee that they will earnestly do Red Cross work.

Pledge cards can be obtained from the local Chapter.

6. The school auxiliary is given an engraved certificate which records its membership. The auxiliary is privileged to display a Junior Red Cross banner, a white banner with a red cross on it and blue letters telling the name of the school and the year of its membership. The design for the banner can be had from the Chapter or branch school committee; the boys and girls make their own branch. Also each child may wear the regular Red Cross membership button.

7. The school principal or some one chosen by him is the chairman of the auxiliary, a treasurer should also be appointed. The teachers should be either officers or members. The children are the members.

8. The school auxiliary is directly under the charge of the local or nearest Chapter.

9. The membership as an auxiliary is given only for one year. It should be renewed at the beginning of every school year.

In a large county where there were a number of school systems, the following plan of organization was perfected:

A chairman of the County Junior Red Cross and a representative from the rural, parochial, private and city schools was appointed by the Chapter to form a central committee.

A treasurer was elected by this committee who was to receive all the money collected in the county. Each member of the committee appointed a treasurer for his system whose duty it was to receive all the money in that system and to make requisition for supplies needed and to see that each school receives their supplies and that they were returned when made into Red Cross articles. A buyer and an inspection committee were also appointed. Teachers were asked to volunteer for distributing supplies.

When organizing the Junior Red Cross in rural communities where the people have not had the opportunity of hearing just what the Red Cross is doing and what its aims are, the organizers may be confronted with many more obstacles than in the cities where a speech about some phase of war work is a nightly occurrence.

In one county which now has a large organization, it was found that many people thought that when their children joined the Junior Red Cross they signed a contract to go to France when called by the Government, therefore, it was decided that the first steps in the organization must be to inform the parents and the children just what the Junior Red Cross meant. The best speakers obtainable were sent to each community and the work of the American Red Cross and the relations of the Junior Red Cross to it was carefully explained. The result was that many women are doing Red Cross work along with their children.

Each teacher should feel personally responsible for each child in her room, for it is her interest and enthusiasm that will make the Junior Red Cross possible in every school in Alabama, and she will be more than repaid by the beautiful response from her children who, for the first time, feel that they are really helping in this great war, making something for the soldiers, or the poor little refugee children."

President Wilson says in his proclamation to the children of the United States, "I commend to all school teachers in the country the simple plan which the American Red Cross has worked out to provide for your cooperation, knowing as I do that school children will give their best service under the direct guidance and instructions of their teachers. Is not this perhaps the chance for which you have been looking to give your time and efforts in some measure to meet our national needs?"

Each child, however small, should be allowed to do something. The little folks can snip cloth for comfort pillows. The boys make knitting needles, others can make comfort quilts, towels, bags, etc. It is especially requested that the older girls in the grades make infant layettes for the helpless refugee children. Where there are manual training classes, the boys can make packing boxes, or furniture and sell it for the Red Cross.

"Careful workmanship in making all supplies may be encouraged by means of the honor roll system and by class room exhibits of the articles produced by the schools. One perfect article is of more value to the Red Cross and to the child who makes it than twenty imperfect ones. If every school child should make just one article the total would be 22,000,000, so we may emphasize quality and still have quantity."

A. R. C 602 Manual on War Relief Activities for Schools gives a tabulated list of articles by grades.

Patterns can be obtained from the following pattern companies: Butterick, May Manton, Pictorial Review, Home Peerless, Standard, New Idea.

Many clever ways of making money have been thought of by teacher and pupils—all kinds of entertainments, selling knitting needles, a Christmas sale of toys made by the children, an egg day when every child brought an egg, selling sandwiches, box supper, and schools doing their own janitor work are some of the ways reported by which money has been made for the Junior Red Cross.

Those teachers who have done Red Cross work have not only found their school and community brought into closer touch and greater sympathy with our great cause, but their school work has been stimulated and their children have been taught the great lesson of service and thrift as could have been done by no other agency.

The organization of the Junior Red Cross is the greatest opportunity for service that has ever come to the teachers of Alabama.

The following pamphlets can be obtained from the local Chapter or by writing to Hon. W. J. Leppert, Director Junior Membership, New Orleans, La.

A. R. C. 600.

A. R. C. 601, Story of the Red Cross.

A. R. C. 602, Manual on War Relief Activities for Schools.

A. R. C. 603, The Work and Spirit of the Junior Red Cross.

These are indispensable. There is also a Red Cross magazine which is helpful and inspiring.

1. The Scope of the Red Cross Junior Membership

A. *Patriotic War Service.*

We believe that a junior organization of the American Red Cross possesses factors which mark it uniquely as a channel of patriotic service for our young citizens:

(1) The President of the United States is its president.

(2) Its international relations embody the highest conception of patriotism.

(3) The Red Cross policy of decentralization with immediate transmission of information from national to divisional and chapter headquarters insures local autonomy.

(4) The strong plan of chapter organization insures a public sympathetically disposed to its program.

(5) The composition of the chapter school committee insures educational control of the work within chapter boundaries.

(6) The principal, as chairman of his school auxiliary, has within his power to determine the extent to which his school should contribute in the work of patriotic service.

(7) The ideals of the Red Cross are those which have the strongest and directest appeal to the hearts and minds of youth in war-time. To alleviate the wants and sufferings of others affords an opportunity of happy service, sheltered by which our children may escape many of the blighting influences of war.

B. Cooperation in War Service.

We would have our children not merely escape the ills of war; we would teach them to be in a constructive way citizens of the America that is to be.

We regard it as essential that the Junior Red Cross should undertake to teach that all our efforts to aid the Government are essentially one. The mobilization of our home guards, the control of food, fuel, and railways, the conservation of clothes and spending money, and other forms of thrift and economy suggested by the National War Savings Committee, the protection of the individual and the community in the conditions of health and work which have been already won—all these are identical with the aims of the Junior Red Cross, with the volunteer making of sweaters and garments, of packing boxes and surgical tables. The purpose of all this is one; to release to the Government for its vital needs, men, money and supplies. Every sweater contributed by a school auxiliary is a step in conservation just as truly as war savings or food pledges.

Since these activities are essentially one, we believe that the economy of the school program demands the avoidance of conflicting appeals and duplicating organization. The Junior Red Cross, which has already won so wide a measure of recognition in the school field, offers its organization and lines of approach to other national programs which include the schools, and will cooperate to the fullest extent with them in obtaining a wise economy of the child's time and strength.

C. Educational Program.

We believe that a field of permanent usefulness may be found for the Junior Red Cross, in the promotion of activities concerned with instruction in better citizenship through:

1. Development of public and private well-being—
 - a. Personal hygiene.
 - b. Public health.
 - c. Cooperation with the nurse.
 - d. Protection and rescue.
 - e. Vocational training in Red Cross work.
2. Promotion of international good will through mutual knowledge and appreciation—
 - a. Folk song and dance.
 - b. Drama.
 - c. Ways of living.
 - d. Protecting the child's heritage in nature.
 - e. The International Red Cross.
3. Study in National ideals—
 - a. American character illustrated through literature and history.
 - b. Americanization of the immigrant.
 - c. Self expression through the civics.

Join the Junior Red Cross—An Appeal to the Boys and Girls of America

It was an American poet, himself of German descent and absolutely loyal to America, who addressed a little book to the boys and girls of this land, *You Are the Hope of the World*. That is the exact truth. You are indeed the world's hope for democracy, for justice, for international friendship. How can we make you feel this, we older people working now to help our nation on our fight for these things?

Well, one way is the Junior Red Cross. President Wilson approved it when he issued his famous proclamation September 15th, calling to the children of the schools to unite under it for patriotic service.

During the ten days between Lincoln's and Washington's birthdays, February 12 to 22, 1918, the American Red Cross summoned you, boys and girls of America, to respond to President Wilson's call in complete battle line formation, the battle line of the American school.

The president of the National Educational Association has issued a call to the colors which we hope will be read by every pupil in the land. Cardinal Gibbons has given his full ap-

proval to the movement and serves upon our national committee. Many others, representing every type of school and every kind of scholar have joined us in the great movement.

What is the Junior Red Cross?

It is a department of the American Red Cross belonging to the school children of the United States through which they can find expression in every form of patriotic service. As President Wilson says, "Learn by doing kind things under your teacher's direction to be future good citizens of this great country which we all love."

The Junior Red Cross is unity. When a school has once joined the Junior Red Cross it can engage in any form of patriotic service which the government has approved. It can work for war saving; it can plant school gardens; it can engage in salvage work of the raw material board; it can help the Food Administration or the Council of Defense, and all the while be acting as a part of the Junior Red Cross which has agreed to cooperate with all these branches of the government work.

The Junior Red Cross is efficiency. It can provide you boys and girls with work to do which will be of real service, with opportunities for work which are practical and which lead to definite results, with specifications of articles to make which the Red Cross knows to be useful at this time. You can be sure that your money which goes to the Red Cross will not be wasted.

The Junior Red Cross is conservation. Every sweater that you knit, every box that you make, is just as truly a piece of conservation as money put in the war savings or liberty bonds. You are helping the government by using your school time in helping to release other workers in other fields of which the government has need.

The Junior Red Cross is morale. In joining it you are joining that great army of citizens which stands back of the boys at the front. You put courage in their hearts and power in their elbow, you make them feel that their country is with them and is something to fight for and die for, if need be.

Can you think of any reason—teachers, and boys, and girls, why you should not join the Junior Red Cross? Then write to the nearest Red Cross Chapter headquarters and have your school join the rest. Make our battle cry come true, "Every School a Red Cross Auxiliary, a Center of National Service."

—By Dr. H. N. McCracken.

The Cross of Red



Upon the field of battle,
In deadly No Man's Land,
He lay all bruised and shattered,
By sulphurous breezes
fanned.

The cannon roared about him,
The shrieking, slaughtering
shell
Transformed the one time
meadow,
To horrid, loathsome hell.

He lay there, writhing, praying,
Wounded, wan and worn
And hope had all but vanished;
Just then a sign was borne

On high. A snowy banner
Crossed with an emblem red,
Then hope wells in his bosom
And tears of joy are shed.

For he is lifted gently
By hands so cool and kind,
They know just how to touch
him;
Just how his wounds to bind.

How noble is their service!
How bright the look they
wear!

Is this not a reflection
From the fair sign they bear?

How can they be forgetting
When Mercy's path they
tread,

The ever sacred meaning
Of the bright cross of red!

—*Mary Tarver Carroll.*

The Crimson Cross



Outside the ancient city's gate
Upon Golgotha's crest,
Three crosses stretched their empty arms,
Etched dark against the west.
Blood from nail-pierced hands and feet,
And tortured thorn-crowned head
And thrust of hatred's savage spear
Had stained one dark cross red.
Emblem of pain and shame and death,
It stood beside the way,
But sign of love and hope and life
We lift it high today.

Where horror grips the stoutest heart,
Where bursting shells shriek high,
Where human bodies shrapnel scourged
By thousands suffering lie;
Threading the shambles of despair,
'Mid agony and strife,
Come fleetest messengers who wear
The crimson cross of life.
To friend and foe alike they give,
Their strength and healing skill,
For those who wear the crimson cross
Must "do the Master's will."

Can we, so safely sheltered here,
Refuse to do our part?
When some who bear the crimson cross
Are giving life and heart
To succor those who bear our flag,
Who die that we may live—
Shall we accept their sacrifice
And then refuse to give?
Ah, no! Our debt to God and man
We can, we will fulfill,
We, who wear the crimson cross,
—*By Elizabeth Brown Du Bridge.*

Tableaux—Red Cross



1. Red Cross nurse sitting in hospital and writing letter beside sick soldier.
2. Red Cross man bending over wounded soldier on battle field. (Red Cross Dog.)
3. Red Cross Canteen.
4. Corner of day nursery. Red Cross nurse tending babies.
5. Repatriated family in France.



The Red Cross



I saw the golden gates roll back
 As up the path they came;
 No angel questioned them of sin,
 Nor asked of one his name;
 But the cedar trees before the mount
 Were aureoled in flame.
 They came from barren, war-flailed fields,
 From which all life had fled,
 And little phrases walked with them,
 Words aforetime said—
 That dying men might easier pass
 To the valley of the dead.
 And following close, from low-pitched tents,
 Moved like a gentle breeze,
 That brings the scent of a garden close
 To the temples of the trees,
 Blessings of those whose bodies lay
 Now healing at their ease.
 And songs of children who had learned
 The Red Cross knows not fear;
 That it walked through a man-made hell
 Yet holdeth each man dear;
 Daring the steel-sheathed claws of death
 To wipe away a tear.
 Therefore they entered as of right—
 Agnostic, Christian, Jew—
 Through the golden gates that gave upon
 The lake where the lilies grew;
 And in the distance by the mount
 Angels on trumpets blew.

The Red Cross Spirit Speaks



Wherever war, with its woes,
Or flood, or fire, or famine goes,
 There, too, go I;
If earth in any quarter quakes
Or pestilence its ravage makes,
 There I fly.

I kneel behind the soldier's trench,
I walk 'mid shambles smear and stench,
 The dead I mourn;
I bear the stretcher and I bend
O'er Fritz and Pierre and Jack to mend
 What shells have torn.

I go wherever men may dare,
I go where woman's care
 And love can live,
Wherever strength and skill can bring
Surcease to human suffering
 Or solace give.

I helped upon Halora's shore;
With Hospitaller Knights I bore
 The first Red Cross;
I was the lady of the lamp;
I saw in Solferno's camp
 The crimson loss.

I am your pennies and your pounds;
I am your bodies on their rounds
 Of pain afar;
I am you, doing what you would
If you were only where you could—
 Your avatar.

The cross which on my arm I wear,
The flag which o'er my breast I bear,
 Is but the sign
Of what you'd sacrifice for him
Who suffers on the hellish rim
 Of war's red line.

—John Finley.

Over There



Over the ocean; under the sky;
Here on the field I lie.
Somewhere above, are the stars, I know;
Somewhere in the mountains' cooling snow,
And the green corn growing, row on row.

I look to the sky; but it all shows red,
Dark as the blood that my breast has bled,
I catch at my throat, and gasp and choke,
There is no air—only stench of smoke,
And wounds that sicken and drip, and soak.

I look again! There's a gleam of light—
Of something as clear as the snow and white.
It touches me on my breast and head—
I think it an angel, with bright wings spread
To bear me to heaven, when I am dead.
I kiss the Cross—and the Cross is red.



A Toast



A toast or two and a last salute,
A touch of fame and of good repute,
Of work well done and nobly led,
And the tale of the A. R. C. is said.
A simple tale but its lore will last
When the annals of war are dead and past,
So fill your glasses and raise them high,
A fare-you-well and a last good-bye.

A fare-you-well and a last "bonne chance"
For the Eagle's wings are aloft in France,
And the old U. S. has called her sons,
A million men and a million guns,
The knell is struck for the volunteer,
Its into the regular army gear,
So fill your glasses and raise them high,
A fare-you-well and a last good-bye.

Song of the Red Cross



O gracious ones, we bless your name
 Upon our bended knee;
 The voice of love with tongue of flame
 Records your charity.
 Your hearts, your lives right willingly ye gave,
 That sacred truth might shine;
 Ye fell, bright spirits, brave amongst the brave,
 Compassionate, divine.
 Example from your lustrous deeds
 The Conqueror shall take,
 Sowing sublime and fruitful seeds
 'Mid nations in his wake,
 And when our griefs have passed on gloomy wings,
 When friend and foe are sped,
 Sons of a morning to be born shall sing
 The radiant Cross of Red.

—*Eden Phelpotts.*



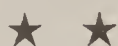
The Red Cross Nurses



Out where the line of battle cleaves
 The horizon of woe
 And sightless warriors clutch the leaves
 The Red Cross Nurses go.
 In where the cots of agony
 Mark death's unmeasured tide.
 Bear up the battle's harvestry—
 The Red Cross Nurses glide.
 Look! Where the hell of steel has torn
 Its way through slumbering earth,
 The orphaned urchins kneel forlorn
 And wonder at their birth.
 Until, above them, calm and wise,
 With smile and guiding hand,
 God looking through their gentle eyes,
 The Red Cross Nurses stand.

—*Thomas L. Masson.*

A New Member for the Junior Red Cross



First Boy: What do you think, boys, I have a letter from Brother Tom, who is in France. He tells me what a great work our army is doing over there, everybody doing his best, artillery, infantry, aeroplanes and all. Isn't it hard on a fellow just to be a kid and not able to do a thing to beat the Kaiser? My! How I wish I were a man and with our army!

Second Boy: Hello, Jim, what is that you are grumbling about? No way to help win the war! What have you been doing for the past few months? Just keeping your eyes closed thinking too much about your hard luck of being a kid and not old enough to join the aviation corps, I suppose. Now wake up and listen to me. I'll bet you don't even know who is the commander-in-chief of our army and navy.

First Boy: What do you take me for? A blooming idiot? Of course I know that it is the President, Woodrow Wilson. Every three-year-old youngster in America ought to know that.

Second Boy: Good, I am glad you know. What do you suppose would happen to a soldier or a sailor if he refused to obey the commands of the commander-in-chief?

First Boy: He would be shot at sunrise, and good enough for a fellow who would interfere with the success of the men who are fighting to win this war. But that is a foolish question, Joe. What soldier would be so unpatriotic as to disobey a direct command of our great President?

Third Boy: Those are fine words, Jim, but I fear you have not been reading much. You are not a member of our Junior Red Cross.

First Boy: No, I am not, but what of that? I am not a girl to sew on night shirts, knit socks and make comfy kits. Of course these jobs are all right for our mothers and sisters, but I want a man's job.

Fourth Boy: Well, Jim, our teacher did not give the regular lesson in history yesterday but had us memorize a selection from a speech of President Wilson, and although I am not specially fond of learning things by heart, this piece was just what all of us need to learn.

First Boy: Can you give it? I have heard that you stand high in your class.

Fourth Boy: I believe I can. "The whole nation must be a team in which each man shall play the part for which he is best fitted—each man shall be classified for service in the place to which it shall best serve the general good to call him."

Third Boy: Yes, that is it. Our principal told us when we were organizing our Junior Red Cross that the President had called us to the colors just as much as he had the men who are training in the camps.

Fifth Boy: Yes, and many months ago our commander-in-chief issued a call. I know a part of it: "To the School Children of the United States: The President of the United States is also President of the American Red Cross. It is from these offices joined in one that I write you a word of greeting at this time.

The American Red Cross has prepared a junior membership with school activities in which every pupil in the United States can find a chance to serve our country. The school is the natural center of your life. Through it you can best work in the great cause of freedom to which we have all pledged ourselves."

Second Boy: Don't you see, Jim, that this Red Cross work is the place for us to do our part? We can't all be captains and generals, but we can serve under the same commander-in-chief that gives directions to the army and navy.

First Boy: I feel now that I have been wrong and if this is a suitable place and time I want to join with you boys. I don't want to be a slacker. What can I do? Tell me how you are serving our country?

Second Boy: Hurrah for you, Jim! I will take your quarter and turn it in and have your name added to our membership roll. Here, you may wear my Red Cross button till I can get you a new one.

First Boy: Tell me now, what are you boys doing to help win this war?

Second Boy: Why Jim, I am helping with a group of boys who volunteered to aid the Red Cross Chapter that meets at the vacant store. They need packages carried from place to place, boxes for shipping away garments and bandages; we are always at the service of the president of the local chapter. Besides that, I work on afternoons and Saturdays and give one-fourth I make to the Red Cross, one-fourth I set aside to buy thrift stamps, leaving half for my own needs.

Third Boy: I live on a farm, as you know, and I have a war acre. My father gave me the acre and I have planted it in corn. He said corn was needed to win the war. We are eating very little flour now. I expect to give a generous part of my corn to the Red Cross.

Fifth Boy: It was hard for me to find anything to do, but I have made wooden needles for the girls to use in knittting. I have also a war garden and what I make from it I expect to use in helping the Y. M. C. A., Red Cross, and in purchasing savings stamps.

Fourth Boy: The boys of my class have decided to earn \$25.00 during the year. We are preparing a play that will be a headliner. Come and bring all your folks, greatest show on earth. We also have scrap-iron and empty bottle brigade. We have made \$5.00 in this way. I have a Red Cross pig. Daddy calls it the Autocrat because I give it so much attention, but I tell Dad that it will make good sausage for Uncle Sammie's soldiers.

First Boy: Well, boys, I see you are right. If I can't be a soldier on the battle front in France I can be a Red Cross soldier here at home. I want to join you now in earning money and doing deeds that will make our great commander-in-chief, Woodrow Wilson, proud of the part American school boys and girls are doing to make the world safe for democracy.



DIALOGUE



An opening meeting of a Girls' Junior Red Cross. Five girls sewing on Red Cross garments.

Sara: Just after Brother went to France, I was anxious to do something for our soldiers, but I couldn't find anything I could do. I wonder why they waited so long to organize the Junior Red Cross.

Mary: Well, I have heard that the leaders of the Red Cross thought it would look as though they were seeking children as members just for the sake of the fees they would turn into the Red Cross treasury. The governing boards felt that the dues ought to be paid by those better able to do so than children.

Annie: Didn't we do all kinds of work whether they asked us or not?

Mary: Yes, and it was the splendid work of the boys and girls which turned the scales in our favor. Some unusual results were reported before the close of last summer. Why, the boys and girls in the vocational schools of New York turned out over 40,000 articles for the Red Cross and the standard for these articles was, if anything, higher than that of the adult work.

Julia: Did you hear an account of the opening of the boxes from the seventh and eighth grades of the Buffalo schools? The Red Cross inspectors were examining the hospital garments sent to them by a group of volunteer workers. You know just how carefully these garments have to be made and how much trouble they have getting the women to go exactly by directions. They say some city chapters, even, have to keep a professional seamstress to alter garments improperly made. After more than half of the pieces had been laid on the pile and not a single alteration had been found necessary, the women began to wonder how in the world it had been done. It was the most nearly perfect of any work they had received. Finally, after they had found everything in the boxes made exactly by specifications, one woman said, 'I wish I knew what system these women used. I would like to spread the information around.' Then a woman who knew told them that all the garments had been made by the girls of the seventh and eighth grades working under the direction of the sewing teachers. That is one of the incidents which brought about the organization of the Junior Red Cross.

Elizabeth: I read an account of some work which was done, I think, by the boys and girls of New Jersey. Some man offered all the fruit they could gather from his orchard. The boys organized themselves to gather the fruit and carried it to the high school. Here the girls canned and preserved it. The whole was given to the Red Cross.

Sara: They found that girls and boys can work and do good work too. I certainly am glad because I like to feel that I am doing something to help and that my help is worth while. How much did we make selling treats at recess?

Elizabeth: \$17.35. Isn't that splendid? Our historical entertainment cleared \$22.00 and Mrs. White says that she

will help us with our story hour and music evening. I do hope we can make a success of that.

Annie: Well, I do too; there is so much for us to do and we must have money. Mrs. White gave me a list of things girls can do and asked that we make plans.

Mary: Read it. I want to know just what we can do.

Annie: There are a great many. We shall have to choose.

- | | |
|---------------------|-----------------------------|
| 1. Make: | 3. Put up: |
| Baby garments, | Jellies, |
| Children's clothes, | Jams, |
| Hospital garments. | Canned goods. |
| 2. Knit: | 4. Make scrap books. |
| Sweaters, | 5. Cultivate school garden. |
| Socks, | |
| Mufflers, | |
| Wristlets. | |

Julia: I suggest that we get a room next to the ladies, and make clothes there. Then we can knit all our spare time.

Sara: I like that idea. It seems to me though that scrap books are rather babyish for us.

Elizabeth: Oh, why hadn't I thought of that before. My little sister and brother have been begging me to tell them something to do. I'll start them tonight.

Julia: I'll start mine, too, and I'll tell Henry about the garden. The boys will be glad of an opportunity to do something special.

Mary: Annie, you haven't any little brothers or sisters, I speak for your old magazines.

Annie: All right. I keep thinking about the preserves and sweet things. My brother is just crazy about them and I know Sara's is, too. Can't we do something about that?

Sara: Mrs. White says that a woman is coming here to organize a canning club and she wants us to join.

Elizabeth: That will be splendid. Then we shall have directions for doing it all. Mrs. White says that some girls have made as much as \$50.00 on their canned products. Of course, though, if the Red Cross wants ours we will give it to them, but if they do not need our products, then we can give the association all the money we can make. When are we to meet again?

Julia: Let's meet next Friday afternoon. But before we go, had we not better decide what we are to do next week so that we can have a report from each one at our next meeting?

Elizabeth: I am going to show my little brother and sister how to make a scrap book. I hope we shall have something done on it by next Friday. Then grandmother is going to show me how to knit socks.

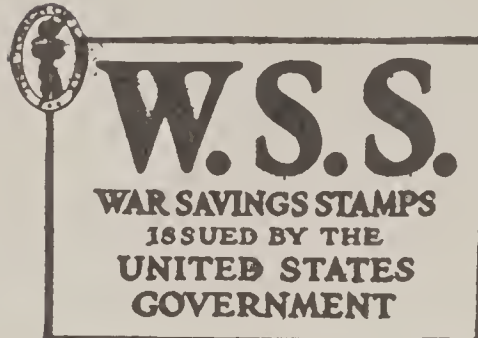
Annie: Would you like for me to see if we can get the room next to the ladies? I have already gathered odd bits of zephyr and I shall try to bring you several squares next Friday.

Sara: Yes, indeed, do see about the room. Mrs. White will help you. If you get it furnished we can meet there next time. I am chairman for our next entertainment and I shall be busy with it; yet I am going to try knitting some wristlets. If I can't bring the finished article, I shall at least bring my work with me.

Mary: If I can help you, Annie, call on me. I believe you and I are the ones on the entertainment committee, so we will secure and furnish the room. Don't forget you are to report receipts from our entertainment too. Mother had some cretonne left from her curtains. She is going to let me make a pretty bag for the Red Cross. I'll bring it.

Julia: I think I shall help Henry with the garden. Maybe I'll give a garden party, but not the usual kind. Perhaps he will help me do enough snipping to make a comfort pillow. I am so glad they organized a Junior Red Cross Association so that we can have a share in the work. I like to do things.

SAVE MONEY
AND YOU
SAVE LIVES
BUY



President Wilson's Message to War Savers:

"I suppose not many fortunate by-products can come out of a war, but if this country can learn something about saving

out of the war it will be worth the cost of the war, I mean the literal cost of it, in money and resources.

"I suppose we have, several times over, wasted more than we are now about to spend. We have not known that there was any limit to our resources; we are now finding out that there may be if we are not careful.

"One of the most interesting things to me about the recent loans that have been floated is the extraordinary large number of persons who have invested. The number of investors in securities before these loans were made was comparatively small—remarkably small, considering our population and its wealth—and it has swelled to the millions, to almost one-tenth, I believe, of the population of the country. That is an extraordinary circumstance, and it may have some very fortunate results.

"But the thing that you are undertaking is more intensive and in a sense more important still. It is the matter of small savings, the detailed thought of the matter of preventing waste and managing some kind of accumulation from day to day, that will fall to you, and I want to say that I for one warmly appreciate the number of volunteers of capacity and experience who are coming to our assistance at this time doing things as interesting and important as this."



Every School a National Center as Well as a Community Center—

TREASURY DEPARTMENT,
NATIONAL WAR SAVINGS COMMITTEE,
Washington, D. C.

To the School Principals and Teachers of America:

The school principals and teachers are helping to win this war.

Wars are no longer won on battle fields alone. Victory for our armies, life for our soldiers, depend on the mobilization of our resources.

Labor and material and the enormous sums of money our Government must have to provide them—there is the real battle ground—there is where the issue rests—where victory must be assured.

No nation in history has been called upon to provide funds equal to those America must provide for the task which has just begun. The serious, vital task before the nation is to supply the needed funds without injuring commerce and industry, without decreasing that very production which must be vastly increased, that our armies may be supplied.

There is but one way.

The nation must save. Every individual must learn and practice the lesson of economy, of self-denial, of saving to the point of sacrifice. Thrift will mean triumph.

Every individual should realize that saving money means saving lives.

The school teachers of America must teach the Nation this imperative way to victory—this preeminent way to maintain a national strength which will safeguard posterity and advance civilization.

The school teacher is the pioneer outpost of the Government, standing at the threshold of the Nation's homes. The schools of America are the single units where a national resolution can form and spread overnight into every household.

The school teachers are the rallying ground for the best beloved possession of a country—its children.

To the teachers belong the splendid privilege, the solemn duty, of rallying them round the flag and then implanting in their hearts and sending into the homes of America, the message which will keep that flag flying high.

The teachers form a mighty agency which can start aright the movement among our children on which the success of our Government depends.

We must save money that we may save lives. The educators of America enjoy no greater privilege than that of being able to teach this lesson to the Nation; and for the sake of the lives of millions of its finest boys, the educators of America may be depended upon to teach it quickly and well. The following pages contain suggestions which it is hoped may help show the way.

With best wishes for success to your efforts, I am,

Sincerely yours,

F. A. VANDERLIP,

Chairman, National War Savings Committee.

NATIONAL WAR SAVINGS COMMITTEE,
Birmingham, Ala.

To the Teachers of Alabama:

You are asked to conduct a campaign for the sale of the War Savings Certificate Stamps and Thrift Stamps and thus to help our Government in this effort to raise two billion dollars to "Win the War" and at the same time educate our people in the habit of thrift which is lacking among so many of them.

We need this money and must have it, but we need also and even more the room and men in our factories, that are now engaged in the work of supplying the abnormal demands from the people for things that they do not absolutely need. The fact is that this country cannot fill the demand for non-essentials and at the same time turn out the things we must have to equip and maintain our army and navy and which they must have if they are to be successful, and without which their lives will be sacrificed in increasing numbers because we stay-at-homes want things as usual.

Now we have to decide which we are going to do—go without THINGS; wear our clothes longer; have our shoes half-soled instead of buying new ones; smoke fewer cigars; drink less soft drinks; take fewer automobile pleasure rides; and doing this "help save lives" and "win the war" quickly; or insist on having all these things "as usual" and be SLACKERS and be the cause of losing lives; increasing the cost of and prolonging the war, and possibly losing the war.

Things are in a serious condition and it behooves all patriotic red blooded American men, women and children to take another hitch and resolve that by economy, conservation and thrift, and by lending their savings to the Government, they will do their utmost to "Help Whip the Kaiser," and make this world worth living in, at the earliest possible moment.

Get to work at once organizing War Savings Societies, pushing the sale of the stamps and preaching the gospel of "saving in the use of things we can get along without," so that "Our Boys" can have the guns, munitions, ships, clothes, food and other things they need to make their fight and which they can't have unless we do economize in every way.

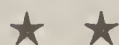
The sooner we do this the sooner the war will be over and the surer we will be to win. If we don't do this, and do it soon,

we may not win at all. Think of what that means and we know no time will be lost in doing your best. Call on us for any help you need and let us go "over the top" with a rush.

Yours very truly,
CRAWFORD JOHNSON,
State Director.



WAR SAVINGS STAMPS



On September 24, 1917, the Secretary of the Treasury was authorized by act of Congress to sell United States War Savings Certificates, Series of 1918, the sum of such certificates outstanding not to exceed at any one time \$2,000,000,000.

Save for Yourself and Help Your Government by Lending It Your Money.

The United States Government has protected you and caused you to prosper. Now the Government wants to borrow your money to win the war for the safety of humanity. The promise that our government will repay your money with interest is backed by the faith and honor of the United States and by the taxing powers of this, the richest nation in the world. Buy War Savings Stamps.

What War Savings Stamps Are.

They are stamps issued by the United States Government to defray the costs of war, to induce saving, discourage waste, and inculcate habits of thrift throughout the country.

The Two Denominations.

There are two kinds of War Savings Stamps—the smaller, called Thrift Stamps, cost 25 cents each; the larger, called War Savings Stamps, have a maturity value of \$5.00 each.

Two Kinds of Cards.

There are also two kinds of cards—a Thrift Card containing spaces for sixteen Thrift Stamps; and a War Savings Certificate containing spaces for twenty War Savings Stamps.

Thrift Stamps.

It takes sixteen Thrift Stamps at a quarter each, or \$4.00, to fill a Thrift Card. Such a card, plus a few cents in cash (see paragraph following) is exchangeable for a \$5.00 War Savings Stamp.

War Savings Stamps.

It takes twenty War Savings Stamps to fill a War Savings Certificate. A War Savings Stamp costs \$4.12 during the month of January, 1918, and one cent additional each month thereafter, during 1918. On January 1, 1923, the United States will pay \$5.00 for each such stamp affixed to a War Savings Certificate.

Four Per Cent Interest, Compounded Quarterly.

Should the twenty spaces be filled during January, 1918, the cost would be twenty times \$4.12, or \$82.40. In five years the certificate would be worth \$100.00—showing a net profit to the holder of \$17.60. The average issue price of War Savings Stamps during the year 1918 yields an interest rate of four per cent, compounded quarterly.

Regulations.

The amount of War Savings Certificates sold to one person at one time shall not exceed \$100.00 (maturity value), and no person may hold War Savings Certificates to an amount exceeding \$1,000.00 (maturity value). This, of course, does not mean that different members of the same family may not each hold \$1,000.00 in War Savings Certificates. These certificates can not be used as money, nor as collateral for a loan. They have, however, a cash surrender value.

Cash Surrender Value.

If the holder of a War Savings Certificate finds it necessary to realize cash upon it before maturity, he may at any time after January 2, 1918, upon giving ten days' written notice to any money order post office, receive for each stamp affixed to his certificate the amount paid therefor, plus one cent for each calendar month after the month of purchase of each stamp. (A registered certificate may be redeemed only at the post office where registered.)

Registration.

The holder of a War Savings Certificate can have it registered, and the stamps cancelled as soon as they are purchased. Cancellation is simply a protection to the owner and does not affect the value of the stamp. Registration insures the owner against loss or theft.

Where to Buy the Stamps.

Thrift Stamps and War Savings Stamps are on sale at post offices, banks and trust companies throughout the United

States, and at many department and drug stores, railroad and express offices. Every authorized sales agency displays a War Savings Stamp sign.

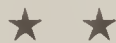
Attach War Savings Stamps to the Certificate.

It is essential that the holder of a War Savings Stamp attach it to the War Savings Certificate which he receives with his first purchase, for the War Savings Stamp by itself will not be redeemed by the United States Government. Only when it is affixed to the certificate which bears the holder's name and address does it become subject to redemption by the Government.

(For further details see pamphlet "W. S. 113—United States Government War Savings Stamps," published by the Treasury Department.)



STAMPS UP TO DATE —INTRODUCING THRIFT STAMPS AND WAR SAVINGS STAMPS



By Laura Rountree Smith.

(Stamps of all kinds are seen on a screen and children in groups recite for them.)

All—

If all the stamps could talk to you
Some lessons we would learn 'tis true;
Many colored stamps today
Will carry mail upon its way.

15-Cent Stamp—

I'm a 15-cent stamp you see displayed.
I show that government dues are paid.

5-Cent Stamp—

Packages and parcels small,
I help to carry one and all.

2-Cent Stamp—

Letters I carry for every one,
I bear the face of Washington.

3-Cent Stamp—

The 3-cent stamp at last is here,
To take your place a while this year.

1-Cent Stamp—

Side by side with Jefferson,
On a postal card place Washington.

All—

Though we place stamps in many places,
We never observed that they had faces!

Spirit of the Times—

Hark! I hear a rapping, tapping,
Rapping, tapping at the door,
Once again a rapping, tapping,
That I never heard before.

Thrift Stamps—

May we come in? May we come in?
And help you victory to win?

(25-Cent Stamp goes to the door to admit the Thrift Stamps, and a child with dollars on her apron goes to admit the War Savings Stamps.)

All—

Thrift Stamps now we introduce you,
You are novel it is true, sir;
We give you all a welcome hearty,
When you come to join our party.

Thrift Stamps—

All the children everywhere
Greet us kindly, we declare,
To save for Thrift Stamps is not hard,
Then paste us safely on a card;
We keep your money safe for you,
And you will help your country, too.

First Thrift Stamp—

Excuse me if I speak in prose a moment. In one school all the children are writing thrift articles.

Second Thrift Stamp—

They are writing these articles in all the grades.

Third Thrift Stamp—

The one who writes the best thrift article will receive one of us.

Fourth Thrift Stamp—

I hope I will go to the little boy in the third grade. He always writes carefully.

Fifth Thrift Stamp—

I hope I will go to the little girl in the fourth grade who writes a story well.

25-Cent Stamp—

I'm made of pennies and nickles and dimes.
I stand, you know, for many good times;
Thrift Stamps, we all welcome you,
And say again, "Hats off to you."

Dollars—

Dollars children all are earning,
Money value they are learning,
Everywhere I hear them say
War Savings Stamps they'll buy today.

War Savings Stamps—

Buy us early, buy us late,
Buy one stamp at any rate;
Some day we'll come back to you
And bring you interest it is true.

All—

War Savings Stamps we give you greeting,
All are thoughtful at this meeting.
You're the most important stamps in the world,
Beneath the stripes and stars unfurled.

Song (Tune: "Lightly Row")—

Come away, come away,
Thrift Stamps we will buy today,
Help today, help today,
Come, oh, come away,
Thrift Stamps boys and girls can earn,
War Savings Stamps we'll buy in turn.
Come away, come away,
Buy a stamp today.

Lucy Locket's Pocket—

Here is Lucy Locket's pocket.
She lost it on Primrose Hill.
Bring your pennies, bring your dimes
This empty pocket to fill.

All—

We'll each put in a penny in turn,
So a Thrift Savings Stamp she soon can earn.

Little Pig Bank—

I'm the little pig bank, ha, ha, ho, ho,
Come, put in your dimes and a quarter or so,
Then if I do not change my tune,
Thrift Stamps you'll be buying soon.

Little Purse—

Little Purse with pennies in it,
I can help you in a minute
Save a little for a start.
Every child can do his part.

Spirit of the Times—

Thrift Stamps all are gladly welcomed
By the children here.
In many ways they earn their pennies,
That is very clear.
War Savings Stamps, you're so important,
Though you're rather new.
We'll greet you with the stars and stripes
And give three cheers for you.

(All go through a short flag drill and recite or sing: Tune,
"Onward, Christian Soldiers.")

I.

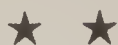
Bring the bonnie banners out;
We march upon our way;
Of one thing there is not a doubt,
We'll buy Thrift Stamps today,
Bonnie red and white and blue,
We bring our love to you.
War Savings Stamps we salute you.
Bring the bonnie banners out,
We march upon our way;
Of one thing there is not a doubt
We'll buy Thrift Stamps today.

II.

Everywhere the flag we see,
It floats high o'er the street,
Bonnie banner of the free,
We come with willing feet,
As we buy our stamps today,
We show we're loyal, too,
War Savings Stamps now we salute you.
Everywhere the flag we see,
It floats high o'er the street,
Bonnie banner of the free,
We come with willing feet.

—*Copied from The Progressive Farmer.*

THE JOLLY STAMPS



(An entertainment for the whole school to encourage saving to buy Thrift Stamps and War Savings Stamps.)

Laura Rountree Smith.

(The children enter, bearing letters and papers, with stamps upon them, others representing Foreign Stamps and Old-fashioned Stamps, enter and join them.)

All—

Who are we? Who are we?
Jolly stamps as all can see,
We carry mail upon its way,
We're stamps of the U. S. A.

1-Cent Stamp—

I'm a one-cent stamp bought for a penny,
Just as important, I think, as any.

2-Cent Stamp—

I'm a two-cent stamp, this year I cry
To all my friends, "Good-bye, Good-bye!"

All—

O two-cent stamp, don't go, don't go,
We've really learned to love you so!

3-Cent Stamp—

Ha, ha, ha, here I am too,
Jolly and bright and something new.

All—

You are only new in song and rhyme,
You really belong to the olden time!

5-Cent Stamp—

I feel important; perhaps it's funny,
But still I cost you a lot of money!

15-Cent Stamp—

I'm a gay little stamp; I travel, 'tis true,
And what a big package I carry for you.

Special-Delivery Stamp (running in)—

I'm a messenger boy, I'm on the run,
But I'll pause a minute, to join your fun.

Postage-Due Stamp—

I'm postage due, I rarely worry,
And I'm never in a hurry.

Foreign Stamps—

Foreign stamps so hale and hearty,
We have come to join your party.

Stamps of Long Ago—

We're the Old-fashioned Stamps, as you know,
And belong to the days of long ago.
We're the Old-fashioned Stamps, as you know,
And belong to the days of long ago.

All Sing (Tune, "Yankee Doodle")—

The Jolly Stamps all sing to you,
Just hear us humming, humming,
War Saving Stamps are on their way,
And Thrift Stamps coming, coming.

Chorus:

Tra, la, la, la, la, la, la,
This is what we'll do, sir,
Save our quarters and our dimes,
For the U. S. too, sir!

Thrift Stamps (entering)—

Brother Stamps, we greet you, and realize that you are all useful in your places, but we really Mean Something. When you save your quarters for us, you are doing something useful, and becoming a part of the great nation in helping the government.

All—

We can save a quarter if we try,
And buy a Thrift Stamp by and by.

Thrift Stamp—

Do not talk about by and by, purchase me NOW.

War Saving Stamps—

We are very important stamps today, and though we cost a little more money, you can exchange your Thrift Stamps for us, and we will pay you interest some day. I hope we shall receive a hearty welcome from the children.

Save a little every day,
Now we'll help the U. S. A.,
Come, save a penny or a dime,
Just a little at a time,
Children here can understand,
Everyone must lend a hand,
Thrift Stamps, save them all in turn,
Till a War-Saving Stamp you earn.

(Enter child to represent bag of candy, stick candy, chewing gum.)

All—

O, won't you buy any?

We cost but a penny!

(The children who first took part, shake their heads.)

*Bag of Candy—*I shall have to go 'way back in the showcase, for the children are saving their pennies to buy Thrift Stamps!

*Stick Candy—*My fate is much the same they pass me by nowadays, but after a while they will have so much money they can buy the whole glass bottle in which I stand!

*Chewing Gum—*I, too, have to take a back seat. Children are saving to buy War Saving Stamps. Their pennies and five-cent pieces count up pretty fast, after all.

(Enter children, dressed to represent the ice cream cones.)

All—

We're the ice cream cones, we sing and sigh,

For children who bought us in days gone by!

(They march slowly up and down, go through a short drill. line up and sing, tune, "Twinkle, Twinkle, Little Star")

Ice-cream cones are good to eat,

And you've called us quite a treat,

But you do not even sigh

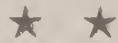
As today you pass us by!

(They go out with Candy and Gum, children unfurl a flag, recite the following, and close with a verse of The Star Spangled Banner.)

'Tis the bonniest flag in all the world,
Beloved are its stripes and stars unfurled,
Each child who stands 'neath the flag today
Will save and be thrifty in every way;
And War Saving Stamps we all will try
To save up our pennies and dimes to buy,
Hold high the stripes and unfurl the stars,
Red, white, and blue, the bright flag is ours!

Copied from Primary Education.

WAR SAVINGS SOCIETIES



What They Are and How to Organize Them

The Purposes of the War-Savings Societies Are:

1. To awaken a realization among the men, women and children of America that in their hands lies the key to the successful prosecution of the war; that they can render the most far-reaching patriotic service through refraining from the purchase of unnecessary articles, confining themselves to the use of such things as are necessary for health and efficiency, thus releasing labor and materials for the support of our armies in the field; that there is not enough labor in the United States to produce the great variety of articles needed to support our soldiers and at the same time provide all the comforts and luxuries we enjoyed before the war.

2. To lay the foundation for thrift and economy throughout the United States and to bring home to the people the fact that intelligent and consistent saving is not a dry problem in economics, but is the most vital step toward personal success.

3. To obtain for the Government a large amount of money through the sale of Thrift Stamps and War Savings Stamps—little Government bonds—the safest and best investment in the world, and at the same time provide a method by which the small investor may put his savings at the immediate service of his country. Members of War Savings Societies pledge themselves to support the Government by refraining from unnecessary expenditures, by systematic saving, and by obtaining new members.

How to Organize War Savings Societies.

Ten or more persons may organize a War Savings Society. They may meet in the factory, school, church, clubhouse, the home of one of the members, or at any other convenient place. School children may hold meetings in their classrooms at such times as will not interfere with their work.

At the first meeting of the organizers, one of the persons present should be selected temporary chairman, and one temporary secretary. The chairman should preside over the meeting and the secretary should keep a record of what takes place.

A resolution should then be adopted in favor of organizing a War Savings Society, to be affiliated with the National War Savings Committee.

The one requirement for membership in a War-Savings Society is that the person applying shall sign the application for membership and the pledge for thrift service prescribed by the National War Savings Committee, as hereafter set forth.

If at least 10 of the persons present vote in favor of organizing a War Savings Society, by-laws for the government of the society should be adopted and a president and secretary elected.

The secretary should then prepare the minutes of the meeting and should send a report to the State Director of War Savings. The name and address of the State Director appears on page 100 of this book.

The president and secretary should be instructed to fill out the application blank hereafter set forth, directed to the State Director, asking that the society be designated as a War Savings Society, affiliated with the National War Savings Committee, and the society's secretary should mail the blank to the State Director.

When the preliminary steps for the organization of the society have been taken, the meeting should be thrown open for a full discussion by the members of ways and means best to accomplish the objects for which the society is organized. As a guide to such discussion, the secretary might read the suggestions hereafter set forth.

The minutes of each meeting should be kept by the secretary. Suggested forms for the organization of a War Savings Society may be secured from the State Director and the work of organizing a society can be greatly simplified if these forms are followed.

Forming Societies in Schools.

Each school in the United States should organize at least one War Savings Society. Upon the size of the school depends the number of societies that may be formed by the pupils. Some schools will only warrant the forming of one society, and in that event it should bear the name of the school. In public schools and other educational institutions in the large towns and cities, War Savings Societies may be formed by grades or

classes, or by a group of each. When more than one society is formed in a school it will be helpful for each society to compare its monthly savings, the attendance at its meetings, and other activities. Meetings may be held either after or during school hours. While this suggestion may appear to interfere with the regular course of studies, it is felt that rather than an interference it will be of real value and help in the school life. In many schools evening meetings may be held, and occasionally an open meeting might be called, at which time the parents of the members might be invited to attend.

War Savings Societies in schools should, when practicable, be officered by the pupils. In some of the elementary grades it will be necessary for the teacher to be the executive officer and keep the records and accounts. Special forms are being prepared by the educational division for keeping the accounts of school War Savings Societies.

As the objects of the War Savings Societies are embodied in the pledge to be signed by members, it is suggested that pupils be asked to take the pledge card home to be read by the parents or guardians, so that the fundamental principles of War Savings may be known in the home.

It is also suggested that the meetings be not confined to members alone but that each member be asked to bring with him at least one person. This will help to increase the membership and bring the work of the society to the knowledge of the community.

Before the meeting adjourns any suggestions or new business should be presented and disposed of.

Saving by Earning.

Many school children who become members of War Savings Societies can only save by earning, and what money they earn will have to be made on Saturdays and out of school hours on school days. There are a variety of ways in which children can by performing odd jobs earn money. These methods vary with the homes and surroundings of the children. In towns and cities many ways present themselves, such as selling newspapers, publications, etc., helping in the local stores, running errands, work around the homes, and in a multitude of other ways; and in the rural communities, work around the farms. In performing this work the child is carrying out one of the basic principles of War-Savings Societies; by doing the work

himself he is releasing a certain amount of labor that can be used for the purposes of the Government, and in addition earning money with which to buy War Savings Stamps, thus helping the Government to carry on the war.

Cooperation of the Banker.

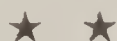
In some communities a banker or a business man who may be an agent of the Treasury Department for the sale of stamps, or who has easy access to an agent, could act as treasurer of the society. This will facilitate the members securing their stamps promptly.

(Write to Mr. Crawford Johnson, Birmingham, Ala., for Bulletin 145, War Saving Societies—What They Are and How to Organize Them.



THE JUNIOR FOUR MINUTE MEN

FOR THE UNITED STATES OF AMERICA



A Letter From the Secretary of the Treasury.

To All the Boys and Girls in America's Schools:

Every patriotic American, if not privileged to shoulder a gun, is asking these days, "What can I do? How can I help?"

Boys and girls can help in many ways, and one way is to study the causes of this war to learn and understand why we must fight on for the safety of the world, for the security of America's rights and liberties.

Just now this study is especially important because the country is in the midst of a great campaign to raise the money needed for our heroic soldiers and sailors and for the assistance of the heroic soldiers and sailors of those gallant nations—Great Britain, France, Belgium, and Italy—who are fighting side by side with us to save the world from the slavery to which the Kaiser and his brutal military autocracy would subject it. I hope that every boy and girl will learn what is meant when we say, "The Government is selling bonds; the Government is offering another Liberty Loan."

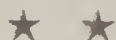
As your teacher will explain to you, the prize competition for little speeches will help you all directly and will make you the patriotic bearers of America's message in the most effective way to the homes of millions of patriotic men and women.

Cordially and sincerely yours,

W. G. McADOO.

COMMITTEE ON PUBLIC INFORMATION

WASHINGTON, D. C.



To All Teachers and School Children:

The Four Minute Men, a division of the Committee on Public Information, prepares and mails bulletins on various topics to the schools approximately once a month. These bulletins are prepared under the supervision of Government departments with editorial aid of prominent educators. They are used by the teachers as text-matter from which the pupils prepare four-minute speeches or essays (about 400 words). The best speeches are then delivered at a meeting of the entire school, to which parents and friends may be invited. In large schools we suggest that separate competitions be held in the upper and lower grades, according to the judgment of the principal. The contest should take place if possible on the day preceding the Easter holidays.

A committee determines which of the speeches in each competition is the best and a suitable certificate from the National Government designating the pupil as Junior Four Minute Man for the topic is awarded to the winner. These certificates will be mailed to the schools with the bulletins and must be indorsed by the principals over to the winning pupils. The names of the winners are sent to Washington on the return card attached to the certificate and are enrolled at the Capital.

More than 25,000 Four Minute Men, representatives of the United States Government, are using bulletins in preparing addresses which they give in theaters and elsewhere throughout the length and breadth of this land.

If you call on our local chairman, we know that he will be glad to send one of his best speakers to give a four minute talk on this subject at any time you may suggest.

The educator will recognize the value of this movement in its direct effect upon the American youth and upon the American home. It will stimulate among the young people a real interest in the public affairs of the day and will develop in them the power of expression. Topic after topic will be treated in the same manner, and we believe in this way a sound and thorough understanding of the causes of the war and the duties of our people may be spread to every section of the country.

Every boy and girl in the schools of the United States wants to do his or her part. The bulletin tells them what their job is and the necessity for the work they are to do.

Cordially yours,

Four Minute Men,

WM. McCORMICK BLAIR, *Director*.



TWO SPEECHES TO SHOW YOU



These two speeches are printed here to show the children how a four-minute talk can be made by using the facts that are printed in the bulletin. When children write their own speeches, they should not follow the typical speeches here printed, but should try to write better ones, and at any rate should be original. Stick to the facts as you learned them, but present them in your own way.

Typical Speech No. 1.

(Built on outline No. 5.)

This dollar bill (hold up a dollar bill) is only a piece of paper. Yet, because it is Uncle Sam's promise to pay it is as good as gold.

A War Savings Stamp *on this card* (hold up card) is also only a piece of paper, but because it, too, is Uncle Sam's promise to pay, it is as good as gold.

The difference between dollars and War Savings Stamps is that a dollar is never worth more than a dollar, while War Savings Stamps are worth 1 cent more every month.

Because Uncle Sam needs money to fight your battles, to protect your homes, he is today having a *special bargain sale* of War Savings Stamps.

Today you can buy \$5 Savings Stamps for \$4.14. Next month (April) they will cost you \$4.15, and in December \$4.23. In December you can get 11 cents more for every stamp you buy today.

You collect the 25-cent thrift stamps on this Thrift Card, just the way you collect trading stamps.

And every time you lick a stamp you help to lick the Kaiser.

It's a big war we are in. And we're going to win.

The way we're going to win is in the little things—by everyone doing his part every day—every one and every day.

In Germany the children are collecting all the copper and tin foil and rubber for the army. Your ragman will give you your first quarter. There are a hundred ways, right at your very door, through which you or your children can earn money to pay for these War Savings Stamps.

In 1915, the first full year Europe was at war, we collected \$114,000,000 worth of old metal. That, according to the United States Geological Department, was twice as much as in 1914. We collected more; we wasted less. There is an object lesson for everyone.

Think of the boys over there who are fighting for us. The more we save here now, the more lives of our boys we will be able to save.

Typical Speech No. 2.

(Built on outline No. 8.)

Our soldiers can not win the war without our help. If we had ten million soldiers, our Government would still need the help of every boy and girl in the United States.

Soldiers must have food, clothing, guns, and ammunition. There must be motor trucks, engines, and ships to take these supplies to them. Making war is the biggest job that this country ever tackled.

We are going to spend 19 billion dollars in one year, in order to carry on the war. Do you know what a billion dollars is? Possibly you can understand it a little better if you know that all of the money spent by our Government, from its beginning down through all the wars, through all of the days of peace, all that it has spent for the Panama Canal, for the construction of public buildings, for the Army and the Navy; every expenditure that it has made, from the first days down to the beginning of this war, amounts to a little more than 26 billion dollars.

Now, you can understand why everybody must save to help win the war. We must save our pennies, our nickles, our dimes, and our dollars. Many small savings will mean big savings for the country.

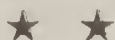
We must save not only money, but materials and the labor of men who work in our factories. We can no longer say to

ourselves, when we want to buy something, "Can I afford it?" We must say "Can the country afford it?" Every time we use up materials by buying things we do not need, we make it impossible for our Government to use these materials for carrying on the war, and in this war we need every kind of material—things made of cotton and of wool, of wood, and of metal; we need food and clothing, machines, and vehicles. We need the labor of all of the men that we can get to work for the Government. We must make guns, prepare ammunition, build ships and provide for every need of the millions of men who are fighting for us.

Our Government has made it easy for us to save. We can save our pennies or nickels until we can buy a 25-cent stamp. After we get 16 of these stamps and a few more pennies we can buy a War Savings Stamp. After we have pasted our stamp on a War Savings Certificate, the money we have saved begins to make money for us and it is the safest investment that we can possibly make because all of the people and all of the wealth of the United States are back of a War Savings Certificate.



A PLEA FOR THE PURCHASE OF A LIBERTY BOND



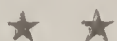
Today, more than ever before, to paraphrase a trite saying, "Money makes the war go." Victory will come to the Nation with the biggest purse backed by a patriotic and united people. The time was when the largest armies counted for most. Man power won by sheer force of numbers. The war of today is one of invention, machinery and ships, to produce which great plants must be built. What I mean to say is, your Government needs money—your money. Uncle Sam is not a beggar; rather he is a banker who asks that you lend him your savings with gilt edge security at a fair rate of interest payable every six months. Here is a proposition that appeals not only to your patriotism but to your pocket book as well. I mean the next Liberty Loan. If every school teacher and merchant, every farmer and laborer, professional man and woman will but invest an amount equal to his monthly laundry bill, the coffers of the Nation would swell to amazing proportion. The terms are easy—payments may be made monthly and the bond when delivered is as good at a bank as gold.

Do you realize the cost of equipping a modern fighting force? The eye of the army is the aeroplane—and not only the eye but the winged sword that will strike down the haughty Hun and bring terror to his soul.

Money is needed to produce this mighty fleet of Eagles. Every combat flier with its pilot represents an outlay of something more than 40,000 dollars. Think what this arm of the service alone means in dollars and cents. If ever your patriotism is to become practical it is now. The love of country that is no higher than the love of the dollar that its blessings have produced is no love at all—let there be sacrifices if need be. Let not the Government that cradled Liberty appeal in vain when the vulture of autocracy threatens its destruction. *Buy a Liberty Bond!*



LIBERTY LOAN ESSAY CONTEST



The National Committee of Patriotic Societies during the Second Liberty Loan campaign instituted a prize essay contest on the subject, "There should be a Liberty Bond in every home."

More than three thousand essays were submitted and the first prize, a fifty dollar Liberty Loan Bond, was awarded to Morris Wolf of the Business High School, Washington, D. C. Other contestant schools ranking high in order of excellence were the Dunbar High School of Washington, the Joliet (Ill.) High School, the McKinley Manual Training School, of Washington, the Gilman School, Roland Park, Md., the Northwestern Military Academy, Wisconsin, the Deerfield High School, of Highland Park, Ill., the Eastern High School of Washington, and the Hindman Settlement School of Kentucky.

The essays were limited to 600 words and every school competing was required to have a campaign for the sale of Liberty Bonds. The total sale of bonds resulting from these campaigns went into the millions. The Gilman County School, of Maryland, led the list, purchasing \$60,000 worth of bonds.

The National Committee of Patriotic Societies, which has its headquarters in Washington, will hold a similar contest during the Third Liberty Loan campaign and hopes to have every high school in the United States competing.

Why not try a contest in your school? Give a blue ribbon to the winner and have that essay read.

Material for this essay may be secured in the pamphlet, "The Second Liberty Loan of 1917." This source book may be secured from the Department of Education, Montgomery, Ala.



FAMOUS THRIFT SAYINGS



(By 10 little boys. Select 10.)

"Economy and everything which ministers to economy supplies the foundations of national life."

"We have not studied cost and economy as we should, either as organizer of industry, as statesmen, or as individuals."—*Woodrow Wilson*.

"We must devote ourselves daily and hourly to the task of saving and economizing. That is the duty of the hour."

"Every penny that you save that you would otherwise spend upon pleasure is a direct help to every soldier and sailor who is risking his life in this conflict."

"Your first duty in this critical time is to economize; to avoid waste; to place all your available resources at the disposal of the government."—*W. G. McAdoo*.

"The power a man puts into saving, measures the power of the man in everything he undertakes."—*Frank A. Vanderlip*.

"Save, young man, and become respectable and respected. It is the surest way. Keep adding little to little, and soon there will be a great heap."—*Benjamin Franklin*.

"Economy makes happy homes and sound nations. Instill it deep."—*George Washington*.

"Teach economy. That is one of the first and highest virtues. It begins with saving money."—*Abraham Lincoln*.

"Save your money and thrive, or pay the price in poverty and disgrace."—*Andrew Jackson*.

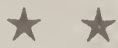
"If you would be sure that you are beginning right, begin to save."—*Theodore Roosevelt*.

"Thrift is the surest and strongest foundation of an empire, so sure, so strong, so necessary, that no nation can long exist that disregards it."—*Lord Rosebery*.

"Make all you can, save all you can, give all you can."—*J. Wesley*.

"The man who does not and cannot save money, cannot and will not do anything else worth while."—*Andrew Carnegie*.

HOW CHILDREN MAY SAVE



In this time of great national danger, our country is asking every man, every woman, every boy, and every girl to think carefully every time he eats a meal, every time he puts on his clothes, every time he fixes the fire, and every time he spends any money how he can save a little. Uncle Sam wants us to think every day how we can save a little food, how we may best take care of our clothing for the day, how we may save a little fuel, and how we may best save a part of our money. These little savings of food, clothing, fuel and money on the part of every man, woman and child, all taken together, form a most powerful aid to Uncle Sam in winning the war.

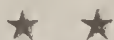
Let us all in this school, all the way down to the smallest pupil, resolve that from now on we will form the habit of saving all the food, all the clothing, all the fuel, and all the money we can to help win the war. The children of a country school in Nebraska have just written their state food conservation leader that they pledged themselves not to waste even a crumb from their lunch baskets.

Let us lend the money we save to Uncle Sam by buying Thrift Stamps with it. It will then come back to us after the war and bring some more money with it for interest. Let us not only buy Thrift Stamps with the money we save, but let us also invest in Thrift Stamps an amount of money equal to the value of the food and clothing and fuel we have saved by being careful and thoughtful. This money, which represents the amount of food, clothing and fuel we have saved will have double value to Uncle Sam, as it represents a double saving, that of materials as well as money. Every twenty-five cent Thrift Stamp saved in this way will have a value of fifty cents in helping to win the war.

Uncle Sam is asking us to aid him by eating plainer foods without wasting one bit, by taking the very best care of the clothes we have and by wearing coarser, plainer clothes, by saving fuel carefully, and by not spending any money for the things we can do without.

Remember that men like Benjamin Franklin, Daniel Webster, and Abraham Lincoln did not go hungry or cold, but that they ate plain, coarse food and wore plain, coarse clothing and found in these a source of power which enabled them to grow up to be among our greatest Americans—*Talks on Patriotism and Thrift, Macy Campbell, Dept. of Rural Education, Iowa State Teachers College.*

MOTHER GOOSE ON CONSERVATION IN WAR TIMES



(Copyright, 1918, G. F. Nardin.)

Kaiser Bill went up the hill,
To whip the American Nation;
Bill fell down and lost his crown;
He struck on Conservation.

Little Jack Horner sits in his corner
Eating his bread of rye;
He is saving on sweets,
And he's using less meats;
He's helping. Are you and I?

Rub-a-dub-dub,
Three men in a tub.
And who, do you think they be?
The slacker, the traitor,
The willful food-waster,
Send them to Germany.

Little Bo-Peep knows all about sheep,
How much they are worth to the nation.
With wool and with mutton
You bet your last button,
She's practicing conservation.

Sing a song of Thrift Stamps,
War bread made of rye.
Saving up the shortening
We used to use in pie;
Keeping all the wheatless days,
And eating meatless meals;
It makes a lot of difference.
In the way a fellow feels.

There was an old woman who lived in a shoe;
She had a large family and kept them well, too;
She used mush and milk; ate only war bread;
Saved fuel and lights by going to bed.

Simple Simon met a pieman going on a run;
Said Simple Simon to the pieman,
"I want a wheatless bun."
Said the pieman to Simple Simon,
"Show me first your penny."
Said Si, "I've bought a thrift stamp;
Indeed, I haven't any."

Soldier boy, soldier boy, go on to the front,
And we'll save you our slice of bacon;
We'll keep for your sake,
The sugar that cake
Would otherwise have taken.

Old King Coal is a useful old soul,
In winning a victory.
Every ton we save,
Means one less grave
For our Sammies over the sea.

Little Boy Blue, come blow your horn,
And tell all the people to use more corn.
You're the little boy to save the wheat,
So the boys in the trenches may have it to eat.

Jack Spratt could waste no fat,
His wife could waste no lean;
They kept so strictly porkless days
And the meatless days between.

Do you know the crooked people,
Who wear a crooked smile;
And give the crooked reasons
To cover up their guile?
They eat their white bread every meal,
Make sirup of their tea;
They eat their meat and do their bit
For Bill and Germany.

Little Miss Muffet
Didn't just bluff at
Trying to save the food;
She listened to Hoover
And tried to improve her
Ways of feeding a brood.

The bugle calls our boys to deadly strife;
The transport nightly bears them out to sea;
They've heard the call, and bravely staked
their life.

They ask but daily bread of you and me.

—*G. F. Nardin.*



THRIFT STAMPS



Sing a song of thrift stamps,
Sixteen in a row.
Give them to the agent
And add fourteen cents or so,
Change them for a war stamp,
And for your loyalty
You will get a crisp five dollar
Bill in 1923.

—*Kenneth Haney, Age 13,
Irvington, Ala.*



When you have "two-bits" not working,
Buy a Stamp.
Do not let it be a-shirking,
Buy a Stamp.
Do not spend it for "tobacker,"
Chewing gum or chocolate cracker,
Give "no quarter" to a slacker,
Buy a Stamp.

THE CHILDREN'S BIT



Verle Beaver.

(For Nine First Grade Children.)

First Child—

I am just a little child;
But children know quite well
That they can help to win the war;
Just listen while we tell.

Second Child (little girl, with nurse's cap and Red Cross)—

I'm a little Red Cross nurse,
And I can do my bit
By saving bottles and tin-foil,
And learning how to knit.

Third Child (boy in soldier suit)

I'm a little soldier boy,
And I can do my part
By giving up some things I'd like,
And saving with all my heart.

Fourth Child—

I'm a loaf of bread,
Saved from a wheatless day—
If every family saved a loaf,
You'd see how it would pay.

Fifth Child—

I'm a big roast beef—
From a meatless day I came;
I'll feed our soldier boys in camp
And help them win the game.

Sixth Child—

I'm a shovel full of coal;
If you save one every day,
You'll help to make the soldiers warm,
And keep Jack Frost away.

Seventh Child (very small)—

I'm a little Thrift Stamp,
And all you children know,
That saving up your pennies
Is the way to make me grow.

Eighth Child (tall)—

I'm a Baby War Bond,
Just see how big I am—
And every time you buy one,
You're helping Uncle Sam.

Ninth Child—

And now that you have heard our tale,
We hope each one will show
That Lincoln School will do her bit,
(Substitute name of any school.)
And never be called slow.

★★★

SEVEN REASONS FOR SAVING

★ ★

(By 7 Little Boys.)

1. Save for your country's sake, because it is now spending millions a day, and must find most of the money out of savings.

2. Save for your own sake, because work and wages are plentiful, and while prices are high now, a dollar will buy more after the war.

3. Save because when you spend, you make other people work for you, and the work of every one is needed now to win the war.

4. Save because by saving you make things cheaper for every one, especially for those who are poorer than you.

5. Save because by going without you relieve the strain on ships, docks, and railways, and make transport cheaper and quicker.

6. Save because by saving you set an example that makes it easier for the next man to save. A saving nation is an earning nation.

7. Save because every time you save you help twice, first when you don't spend, and again when you lend to the nation.

A PARABLE



The soldier treaded his weary way back to the Colonel's dugout. He had been in half a dozen skirmishes with the enemy in as many weeks. He was still intact, but scratched and wearied from crawling through barbed wire and in and out of shell craters.

He entered the dugout and saluted with click of heels and hand to cap.

"Colonel," he said, "I think I will have to quit. The battles are getting too many. It's rather too much of a good thing. I have given about all I can of time and strength and blood to this war. I am going home."

No, the incident didn't happen. But why shouldn't it? There are a great many civilians here at home turning down such appeals as the War Savings Stamp, Liberty Loan, Red Cross and Army Y. M. C. A.



PLEDGE



Our soldiers are going away to fight, perhaps to die, in order that we may live in peace and happiness; in order that all boys and girls like us may be free; that little children may never again be so cruelly treated as the Belgian children, who have been separated from mothers, starved and left without home or parents.

I cannot go as a soldier to fight, but I can help *them* to fight, and I can save some from suffering or death by doing well my duty at home. This duty I solemnly resolve and pledge to perform as best I can in the following ways:

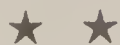
1. By loving and serving in every possible way our country and its institutions; by loving and respecting our flag, which is the emblem of the freedom and ideals for which we are standing.

2. By conducting my own life so that I may grow up a worthy citizen of my country.

3. By doing all I can to help our soldiers; by growing more food, wasting no food or money, and lending to my country all the money I can save.

4. By doing cheerfully as best I can whatever I am asked by the President to do to keep us from suffering and to care for our soldiers until they shall return to us.

PRODUCTION AND CONSERVATION



For months the prices of foodstuffs, certain kinds of clothing, machinery and other manufactured articles have been soaring. The increased cost of foodstuffs is due, directly or indirectly, to the withdrawal from the agricultural industry in Europe and the English colonies of the able-bodied men for military service, and to the destruction of foodstuffs in transit to Europe. The increase in the cost of manufactured articles is largely due to the excessive demand for munitions and other war materials.

There is every reason to believe that the demand for necessities will continue to increase, and that, unless there is governmental interference, the prices will continue to soar. There are only three ways in which we can meet the problem growing out of this shortage: We can decrease useless waste, we can increase production, and we can preserve for future use the excess production.

The school people of this state should bend every energy towards encouraging the increase of food supplies by all of the people, including the women and the children. The production of such foodstuffs in the home garden and the use of these supplies or the sale of them will decrease the demand made upon the farmers and the large packing and distributing houses, thus making it possible for them to supply more food to those of our people who are not fortunate enough to be able to produce anything and to our allies in Europe. The intensive cultivation of all available land by business men working after office hours, and by the women and children, will not only assist in conserving the supply needed to maintain the armies in the field, but will also aid the poor and unfortunate by helping to keep the prices of foodstuffs down to a reasonable figure.

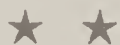
Not alone should the people be urged to produce more foodstuffs, but they should be urged to conserve the overproduction which will occur, by canning and drying such fruits and vegetables as can be handled in this manner.

The schools should take up seriously the subject of waste. The children of the rural communities should be taught concerning the great waste going on because of lack of care of farm machinery. Special efforts should be made through

the education department of the State to instruct in the care and repair of clothing and other manufactured articles. The children, particularly of the well-to-do, should be made to realize the great waste which exists in foodstuffs in this country. There are many families in the State, the waste from whose tables alone would support half a dozen other families. The children should be made conscious that waste leads to an increase in prices, the burden of which inevitably falls upon the poor. The people, through the children, should be urged to make greater use of the services of the cobbler and the tailor in the repair of shoes and clothing.—*E. R. Snyder.*



PRODUCTION AND CONSERVATION

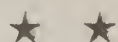


There is a world shortage of food, and America, with greater resources than any other nation, must do her "bit," yea, her "*all*" in producing and conserving food not only for home use and for the use of our boys in war, who cannot produce, but for our allies who have been nonproducers, yet heavy consumers, for four years. Even before the war the allied nations did not produce enough food and feed stuff for home consumption. This deficit was supplied by America. Now, when the deficit is greater than ever, our hungry Allies are depending on America for food, and we must supply the needs of our companions in war for democracy and liberty.

We must produce more wheat, corn, coal, meat, butter and milk, sugar, vegetables and fruits. We must produce more of all kinds of food and feed stuff for ourselves and for our Allies. Every person, old and young, must produce more than before. This is no time for slackers.

Not only must America grow more foods of all kinds, but she must conserve (use wisely) what she produces. The average American family wastes enough to feed itself. We can never win the war by continuing our extravagance. We must learn the lessons of thrift and economy. We must eat less meat, butter, sugar, lard, and wheat, and we must use more corn, rye, vegetables, fruit, fish, potatoes, and poultry. Only by producing more and by observing eatless, heatless, meatless, wheatless days can we win this war for liberty and civilization.

MAXIMS ON WASTE



1. Waste not, want not. Willful waste makes woeful want.

2. It has always been more difficult for a man to keep than to get; for in the one case fortune aids, but in the other sense is required.—*Basil*.

3. We often see a person deficient in cleverness rise to wealth; and then, from want of sense, roll head over heels to the bottom.—*Basil*.

4. Waste not the smallest thing created, for grains of sand make mountains, and atoms infinities.—*Knight*.

5. Waste not the smallest time in imbecile infirmity, for well thou knowest that seconds form eternity.

6. Frugality is founded on the principle that all riches have limits.—*Burke*.

7. Frugality is a fair fortune; and habits of industry a good estate.—*Franklin*.

8. By sowing frugality we reap liberty, a golden harvest.—*Agésilas*.

9. Frugality may be termed the daughter of prudence, the sister of temperance, and the parent of liberty.

10. He that is extravagant will quickly become poor, and poverty will enforce dependence and invite corruption.—*Johnson*.

11. If frugality were established in the state, there might be fewer wants, and even fewer pleasures, but infinitely more happiness.

12. The way to wealth is as plain as the way to market. It depends chiefly on two words—industry and frugality.—*Franklin*.

13. Without industry and frugality, nothing will do: with them everything.

14. Hundreds would never have known want if they had not at first known waste.—*Spurgeon*.

15. Economy is the parent of integrity, of liberty, and of ease; and the beauteous sister of temperance, of cheerfulness, and health.—*Hawkesworth*.

16. Profuseness is a cruel and crafty demon, that gradually involves her followers in dependence and debts, and so fetters

them with irons that enter into their inmost souls.—*Hawkesworth*.

17. Economy is in itself a source of great revenue.—*Seneca*.

18. Large enterprises make the few rich, but the majority prosper only through the carefulness and detail of thrift.—*Munger*.

19. He is already poverty stricken whose habits are not thrift.—*Munger*.

20. Without economy none can be rich, and with it few will be poor.—*Johnson*.

21. The habit of saving is itself an education; it fosters every virtue, teaches self-denial, cultivates the sense of order, trains the forethought, and so broadens the mind.

22. Economy is half the battle of life; it is not so hard to earn money, as to spend it well.—*Spurgeon*.

23. The injury of prodigality leads to this, that he that will not economize will have to agonize.—*Confucius*.

24. He also that is slothful in his work is brother to him that is a great waster.—*Proverbs*.

25. Beware of little expenses; a small leak will sink a great ship.—*Franklin*.

26. The world has not yet learned the riches of frugality.—*Cicero*.

27. Plough deep while sluggards sleep.—*Franklin*.

28. A man may, if he knows not how to save as he gets, keep his nose to the grindstone.—*Franklin*.

29. The secret of thriving is thrift; over the secret of thrift is energy.—*Charles Kingsley*.

30. The true secret of success is thrift, and principally as applied to saving.—*Sir Thomas Lipton*.

31. If you want to know whether you are destined to be a success or a failure in life, you can easily find out. The test is simple and it is infallible; are you able to save money? If not, drop out. You will lose. You may think not, but you will lose as sure as you live. The seed of success is not in you.—*James J. Hill*.

32. Go back to the simple life, be contented with simple food, simple pleasures, simple clothes. Work hard, pray hard, play hard. Work, eat, recreate, sleep. Do it all courageously. We have a victory to win.—*Hoover*.

33. One cannot keep his cake and eat it too.

NO-WASTE PLEDGE



I promise in my country's need
 To be a soldier true;
 I cannot go away to fight,
 But what I can, I'll do.

I will be careful of the things
 I use at school or play,
 And leave no food upon my plate
 That must be thrown away.

I'll save from what I have to spend
 For "movies" and things sweet,
 To give to other children who
 Have not enough to eat.

All this I will do cheerfully
 And not complain of it,
 Because I am an American,
 And want to "do my bit."

—*Emily Seymour Cait.*



CONSERVATION VERSES



1.

To Save, to
 Serve, and to
 Sacrifice is a
 Triple Benefit
 and Blessing.
 It Serves Self,
 and Others,
 and Safeguards
 Democracy.

2.

"Conserve! Conserve! is the nation's cry,
 Save and serve and carefully buy
 Your butter and lard and meat and wheat
 To make the Kaiser taste defeat."

3.

Today is wheatless,
 Tomorrow is meatless,
 White bread is a thing of the past;
 Corn meal is quite proper,
 Rye bread costs ten coppers;
 We'll win the war tho' we fast.

—*Thelma Crim.*

4.

To keep our flag a-waving
 We must all be saving;
 If we win this war
 We will be free once more.

Let's stand by Hoover and save,
 And let Old Glory wave.
 On sugar, wheat and everything,
 Saving makes our guns go bing!

—*John Wright.*

5.

Don't cook too much, use just enough;
 Eat up the crust on your plate,
 The soldiers may die of starvation;
 Save now before it's too late.

At dinner and supper do just the same
 Then you'll be standing by Hoover.
 If foods are saved there's no one to blame;
 We'll be helping our boys who've gone over.

—*Lester Hicks.*

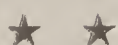
6.

Oh, how my mother fussed
 When she found the crust
 On my plate this morning!
 Said I had better take warning
 For 'twas just such a shameful waste
 That made some poor child have not a taste.

My mother is such a miser
 Since we have started to lick the kaiser!
 We save on everything we use,
 Sugar, soap, bread, meat and shoes.
 She buys us nothing new
 But makes our old things do.

—*Helen Emerson.*

DO NOT HOARD



Conservation does not mean hoarding. It is not money that we should be conserving,—it is the necessities of life. Money is a circulating medium only. It should be used to secure these necessities. Nothing could be more harmful in our present situation than the creating of a financial stringency through the hoarding of money.

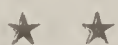
Educate and train the children against the hoarding of foodstuffs beyond the current need. Hoarding of foodstuffs when the prices begin to soar can only result in hardship and misery for the poor.

The one great present project of this country is war, but the projects of peace should not be allowed to languish. All necessary educational, commercial, industrial, and agricultural developments should be encouraged.

The present crisis should lead to a higher and a better form of democracy; to cooperative action and the welding together of all classes; to an ideal of service which shall include service to all—even the lowliest of our people.—*E. R. Snyder.*



FOOD CONSERVATION PLAY



Belle McConnell.

Place: A grocery store.

Time: About nine o'clock—the store is closed for the night.

CHARACTERS

Sugar	Navy Beans	Coal
Flour	Corn Meal	Thrift Stamp
Meat	Honey	Corn (ears)
Syrup	War Stamp	Potatoes

Sugar, Flour, Beans, Meal and Potatoes may be dressed in sacks which come just below the knee and fit around the neck, with openings for the arms, and large labels pinned on the front. The sacks should be filled out with paper or soft rags. Meat is wrapped in common brown paper. Honey and Syrup have a pasteboard put around them to represent cans. Thrift

Stamp and War Stamp wear a reproduction of the stamp they represent, front and back. Coal dressed in black—wears new coal pail for helmet.

(Sugar, Flour, and Beans begin to yawn and move out to the middle of room.)

Sugar: Well, just see how large and full I am. It is all because the grocer will let each customer have only a tiny sackful. Isn't that a strange way? Why, I can remember when I used to be passed out in hundred pound lots, and made no fuss about it either. What do you suppose is the reason?

Potatoes: Well, I can tell you, for I always keep my eyes open, and I have read all those posters that the grocer has put up around the store. They say that there isn't as much sugar in the country as we need by a long way, and we must save most of it and send it across the ocean to our soldiers and the Allies.

Sugar: But what do the people expect to do without sugar? They need some sweet food.

Potatoes: True enough, but according to these posters, we can use honey and syrups for many things instead of sugar. Perhaps Honey can tell us a little about herself and how she could be used—that is if she knows.

Honey (stepping out): I've always felt as if people were foolish not to make more use of me. I am very good in canned and preserved fruits, in cakes, puddings and candies, and as a spread for hot cakes or biscuit I am quite delicious. My sugar is predigested, so it does not harm the stomach as some sweets do.

Potatoes: Pretty good. Now, Syrup, what have you to say?

Syrup: Well, I can claim about the same for myself as Honey does, except that of being predigested. I think my sweet would not be so good as honey for some people.

Corn Meal: I hope you all notice what a prominent place I now occupy in this store. I used to be shoved back into the corner. Mr. Potato, do those posters say anything about me?

Potatoes: Yes, indeed. Several of the posters say that people should use corn meal, oat meal, and rye, instead of wheat, because the wheat, too, must be sent across the ocean to our soldier boys.

Corn Meal: I really feel offended to think that I am not selected to help feed the soldiers in France. I am sure I am very nutritious.

Ears of Corn: Well, I keep my ears open, and yesterday I heard the grocer explain to a lady that the corn meal should not be sent over to France because it spoils if it gets damp. Besides, the French are not accustomed to corn meal and do not know how to use it.

Meat: I can appreciate what you say about the saving of sugar and wheat, but why do they drag me into it? This is none of my war.

Beans: Oh, don't you know that you, too, are to be sent over the water?

Meat: Huh! Wouldn't I spoil sooner than my friend, Corn Meal?

Beans: They say meat can be sent frozen or in refrigerator compartments. Besides, there are the dried beef, cured hams and bacon, which are very good for the soldiers.

Meat: Well, I don't see how people can do hard, manual labor without meat.

Beans: They may eat poultry, fish, eggs, etc. I don't like to boast, but I think they find me a pretty good substitute.

Coal (Rattling around noisily, begins to speak): I wonder if any of you realize what an important place I now hold in the world? It used to be that people never thought much about me, except to telephone a dealer to send up a big load and charge it. I tell you now it's different. Everyone must pay a high price and always cash. In some parts of the country there has been great suffering on account of lack of coal. Business houses and schools have been closed because it was impossible to get coal. Corn, who uses his ears well, has just whispered to me that there is a shortage of fifty million tons in the United States. Just think how careful everyone ought to be!

All (together): Who comes here?

Flour: It is one of those queer letter stamps, which the postman left this afternoon for Edith, the grocer's little daughter.

Thrift Stamp (wriggling and twisting, but trying to bow to the others): Oh, dear. It is hard to have one's back plastered to a book. But I finally twisted myself loose.

Flour (drawing very near and looking closely at Thrift Stamp): What a queer letter stamp you are!

Thrift Stamp: I am a Thrift Stamp.

Flour, Corn Meal, Honey: Now what in the world is that?

Thrift Stamp: Why, don't you know? A Thrift Stamp costs twenty-five cents. You paste it in a little book like this. When you have sixteen stamps, you can take your book and thirteen cents to the postoffice and get one of my big sisters, called a War Stamp. Any child almost who tries can soon save enough money to buy sixteen Thrift Stamps. He doesn't lose his money, you know, only lends it to the Government to help win the war, and Uncle Sam needs every penny he can get.

Coal: Well, may I ask your big sister War Stamp, what she is good for?

War Stamp: Oh, yes! I am worth a little over four dollars and can be exchanged at the postoffice for the money, but if I am kept till 1923 I will be worth five dollars. Uncle Sam is asking every one to buy War Stamps. It is a splendid investment, besides being very patriotic.

Sugar: Well, we must get back to our places, for I hear the grocer coming. But aren't we glad to be having such an important part in the great world war? We are all proud of our country and are willing to make any sacrifices for her. Let us all together give three cheers for Uncle Sam.

Hip, Hip, Hurrah! Hip, Hip, Hurrah! Hip, Hip, Hurrah!



AGRICULTURAL ACTIVITIES FOR PUBLIC SCHOOLS In the Session of 1918-1919



Prepared by J. F. Duggar, Director, Extension Service, and L. N. Duncan, Superintendent, Junior and Home Economics Division of Extension Service.

The law of Alabama makes it compulsory for agriculture to be taught in every public school in the State. The teaching should be both by recitation and by practice. The practice may be either in a school garden or by means of home projects. Practice or laboratory work is important for its educational value, as a means of impressing on the student the lessons learned from the printed page, as giving opportunity for him to apply or adapt such lessons, and for developing his faculties of observation and adaptation.

At this time the world's demand for food and clothing increases the need for agricultural practice by school children,—making the increased production of agricultural commodities a

patriotic duty. Here is one of the teacher's opportunities to instill a feeling of patriotism, by encouraging each pupil to feel his own personal responsibility for helping to feed the soldiers and the suffering civilian populations of our Allies.

Pupils should be encouraged to keep account of the amount of their individual contributions to agricultural production; it may give to arithmetic a new attraction when the beginner is able to use this study as a means of determining how many soldiers or needy children in other lands may thus be indirectly served by his or her agricultural efforts.

The School Garden

There should be a school garden connected with every school in town or city and with most country schools. The school garden is important from an educational standpoint, especially in that it affords a constant and varied supply of material for illustrating the classroom teaching and for promoting habits of observation. It also provides healthful contact with the soil for those children who could not or would not till any ground at home.

Where the Junior Red Cross embraces practically every pupil in the school, especially where the work in the school garden is done by the pupils *in common* without individual plots, the Junior Red Cross advises that the entire net proceeds from such community school gardens be devoted to that patriotic organization.

Home Projects

Every teacher should systematically encourage as many projects as possible, for the combined purposes of:

(1) Educational value; (2) Increased production of food or clothing; and (3) For revenue.

The use to be made of the product of the home project must be determined by each individual child and its parents. The number of projects will usually be greater, and the child's zeal more sustained, if the product be sold for cash and the child left free, under suggestion of parent or teacher, in regard to the method of using the funds, which may well include the investment of at least a part in some patriotic purpose, as for Red Cross, and in the purchase of thrift stamps and baby bonds.

Organization for Home Projects.

Home projects will be carried on more perseveringly and with greater zest when the pupils are encouraged to form organized clubs to work under the auspices of the Extension Service at Auburn, Alabama. A word is here in place as to what the latter institution is.

The Extension Service is an institution organized to put into effect a law of Congress generally known as the Smith-Lever Extension Act. This law provides for extension work (that is, work away from the college where headquarters are maintained) in agriculture and home economics. The Extension Service is the joint representative of the U. S. Department of Agriculture and of the State Agricultural College, which latter in this State is known as the Alabama Polytechnic Institute.

The work of the Extension Service for boys and girls is done through its Division of Junior and Home Economics Extension, L. N. Duncan, Superintendent, which division is only one of its larger branches of work.

The county representatives of the Extension Service are the home demonstration agents and the farm demonstration agents.

Leaders for Each Line of Club Work.

In organizing boys' and girls' clubs the teacher should first get into communication with the county home demonstration agent for any work with girls and women, and with the farm demonstration agent for any club work pertaining to boys.

For each separate form of club activity the State leaders, all of whom are members of the Extension Service, Auburn, are as follows:

Boys' Agricultural Clubs

Pig and Calf Clubs.

J. C. Ford, Auburn.

Boys' Crop Clubs.

The leaders for all of these, whether corn clubs, peanut clubs, four-crop clubs, or others, are C. E. Newman and P. O. Davis, Auburn.

Girls' Clubs and Home Demonstration

Miss Mary Feminear, Auburn, is the general State leader and supervisor for all work pertaining to girls and women.

Home Demonstration Clubs.

These are chiefly for farm women and are cared for especially by Miss Mary Keown, Auburn.

Canning Clubs.

To these and related activities of girls, Miss Louise Thomas, Auburn, gives especial attention.

Poultry Clubs.

Miss Gladys Tappan, Auburn.

There is an additional assistant home demonstration agent, with headquarters at Montevallo, in whose joint employment the Alabama Girls Technical Institute cooperates with the Extension Service.

The teacher should bear in mind that the fathers of their pupils may be habitually in communication with other branches of the Extension Service at Auburn. The other main branches, besides those mentioned above, are Farm Demonstration Work, in charge of a State Farm Demonstration Agent, J. T. Watt, Auburn, Alabama; a group of agricultural specialists at Auburn, such as the Horticulturist, the Agronomist or Crop Expert, the Dairy Extension Specialist, etc.

All of these divisions, including the boys' and girls' clubs, are parts of a single organization, which is the Extension Service, having one director, J. F. Duggar, Auburn.

Literature regarding any kind of clubs may be had by addressing Junior and Home Economics Extension, Auburn.

Even where it may not yet be convenient for clubs to be formally organized, teachers should encourage pupils to send to Auburn their addresses as cooperators in food production.

UNITED STATES SCHOOL GARDEN ARMY

U. S. S. G.

WASHINGTON

FRANKLIN K. LANE, Secretary

Department of the Interior.

PHILANDER P. CLAXTON, Commissioner

Bureau of Education.

J. H. FRANCIS, Director.

CLARENCE M. WEED, Northeastern States.

FREDERICK A. MERRILL, Southern States

LESTER S. IVINS, Central Western States.

CYRIL STEBBINS, Western States.

JOHN L. RANDALL, South Atlantic States.

President Wilson Asks That Every School Will Have a Regiment of Boys and Girls in the United States Volunteer War Garden Army

It is Secretary Lane's idea to have 5,000,000 boys and girls of the schools in every city, town and village in the country, captained by 40,000 teachers, produce as nearly as possible all of the vegetables, small fruits, and eggs for their home consumption.

To the extent that each district is able to supply itself with these food products, the railways will be relieved of the burden of transporting them, and the Allies of the United States in Europe and our own soldiers on the battle front will get that much more of the food of which they are in need.

In his letter which follows, the President approves the design of Secretary Lane to arouse the school children of the United States to "as real and patriotic an effort as the building of ships or the firing of a cannon."

President Wilson's Letter

February 25, 1918.

My dear Mr. Secretary:

I sincerely hope that you may be successful through the Bureau of Education in arousing the interest of teachers and children in the schools of the United States in the cultivation of home gardens. Every boy and girl who really sees what the home garden may mean, will, I am sure, enter into the purpose with high spirits, because I am sure that they would all like to feel that they are in fact fighting in France by joining the home-garden army. They know that America has undertaken to send meat and flour and wheat and other foods for the support of the soldiers who are doing the fighting, for the men and women who are making munitions, and for the boys and girls of western Europe, and that we must also feed ourselves while we are carrying on this war. The movement to establish

gardens, therefore, and to have the children work in them, is just as real and patriotic an effort as the building of ships or the firing of cannon. I hope that this spring every school will have a regiment in the volunteer war-garden army.

Cordially and sincerely yours,

WOODROW WILSON.

Hon. Franklin K. Lane,
Secretary of the Interior.

U. S. School Garden Army

In order to enlist in agricultural production an even larger number of school children than are now enrolled in organized clubs provision has been made for the U. S. School Garden Army. This plan was formulated by the U. S. Bureau of Education, especially for enlisting in the production of vegetables, the pupils of town and city schools. Pupils of any school in Alabama may be enrolled.

The organization of the U. S. School Garden Army in Alabama is as follows: The State Superintendent of Education is the administrative head for the State. Each county superintendent of education is the administrative head in the county, and should be called on by the teacher for any help needed in promoting enrollment and in other organization activities.

The Extension Service at Auburn has agreed to furnish the necessary *technical instruction* which will be given by all of the following means:

(1) By distribution to teachers of pamphlets on gardening for use of themselves and their pupils;

(2) By talks and demonstrations on gardening, especially before groups of teachers, by the county home demonstration agent or the farm demonstration agent, so far as their other duties permit.

(3) By lectures and demonstrations by the gardening specialist, from Auburn, before teachers' institutes, and in other large meetings.

The county home and farm demonstration agents should be called on only for help in connection with the subject matter of gardening. However, supervision by such agents of the agricultural activities of the pupils in a number of schools is not physically possible, even if the agent had no other duties to perform. For any gardening supervision outside of club work, the teacher should rely chiefly upon a committee of parents.

Such committees should, in general, advise the kind of vegetables to be planted in the school garden, the dates and methods of planting, cultivation, and similar matters. Such committees of three or five parents should be made up largely of mothers who are known as successful gardeners, and may well include one or more fathers.

All members of organized girls' clubs or boys' clubs that produce food crops may also be enrolled as members of the U. S. School Garden Army. However, such enrollment should not change in any way the ordinary work of any organized club, nor change its name, nor its usual methods of reporting enrollment and results to the Extension Service at Auburn. Teachers should use special care to prevent confusion on this point, and to see that of each member of an organized boys' or girls' club should report to the Extension Service at Auburn, while the teacher in addition reports the total enrollment in the U. S. School Garden Army and a summary of its activities to the county superintendent of education or to the State Department of Education, according to later instructions.

Abundant literature and full information about the plan of organization and insignia for privates, lieutenants and captains may be had from the United States School Garden Army, Washington, D. C., F. A. Merrill, Director of Southern States.



STATE OF ALABAMA
DEPARTMENT OF EDUCATION
MONTGOMERY

April 17, 1918.

To Superintendents:

I am herewith handing you a copy of a plan of cooperation in the work of the U. S. School Garden Army as agreed upon by this department and the Extension Service of the Alabama Polytechnic Institute. Many of your schools have closed, perhaps, but I am hoping you will see in this movement an opportunity to render your country and community a very fine type of patriotic service in promoting the production of food. The success of the movement, from its administrative standpoint, will rest almost entirely upon your shoulders, and in spite of the many calls that are being made upon you from day to day, I wish to urge you to undertake this work. You will please confer with both your County Farm Demonstration Agent and

Home Demonstration Agent, in order that a unified plan may be started at once.

I am advised by the authorities in Washington that literature and instructions are being mailed you from time to time and that the insignia of the army will be sent you as soon as these are ready and the number necessary is made known. There will also be furnished you the enrollment blanks and other material whenever you may see fit to make application.

In order that this department may cooperate with you, I am making this specific request, namely—that you furnish me with a list of your teachers and supervisors who will undertake this work. This in turn will be transmitted to the Bureau of Education for the mailing of lesson leaflets from said bureau. You will please bear in mind that this is a continuous organization and lay your plans in such a way as to include not only summer but fall and winter gardens.

Bespeaking your hearty cooperation in this agency for winning the war, I am

Very truly yours,
SPRIGT DOWELL,
Superintendent.

Memorandum, constituting a preliminary basis of cooperation for the work of the **United States School Garden Army** in the State of Alabama:

1. The work shall be done in cooperation between the *National Bureau of Education*, the State Department of Education of Alabama, and the Extension Service of the Alabama Polytechnic Institute.

2. The State Department of Education shall be recognized as the Administrative Head of the work *in Alabama* and the Extension Service shall supply the necessary technical instruction to the teachers, and such other assistance as is compatible with its functions of promoting food production and conservation. A list of garden teachers and supervisors shall be furnished the Bureau of Education for the mailing of lesson leaflets from said bureau.

3. For work within the separate counties, the county superintendent of education shall be recognized as the Administrative Head and the representative of the Extension Service, designated by the Director of the Extension Service, who will usually be the Home Demonstration Agent, for each county shall furnish, so far as practicable, the necessary technical

instruction. The services of the Horticultural Specialist of the Extension Service shall be at the command of the School Garden Army, either directly or through the county representative of the Extension Service.

4. In the case of cities constituting separate and independent school systems, the superintendent of the city schools shall be recognized as the Administrative Head of the School Garden Army and have the same relation to the representative of the Extension Service as in the case of the county superintendent of education.

5. The local organizations for promoting gardening shall not be interfered with, but when constituted chiefly of school children of approximate ages 9 to 16, they may be enrolled either as individuals or as entire organizations, and given badges or insignia of the United States School Garden Army without interfering with the local names or previous status.

6. In as many communities as possible, steps shall be taken immediately to encourage summer gardens. In view of the lateness of the date at which the organization of the United States School Garden Army was laid before the State Department of Education, and the fact that many of the schools have either already closed or are near the time of closing, our principal efforts shall be directed toward effecting such organizations as will insure very active gardening operations next fall.

7. Further conferences will be held between the representatives of the State Department of Education and of the Extension Service in regard to working out details along general lines, as suggested in this memorandum.



“THE COUNTRY GIRL’S CREED”



(Recited by the Girls.)

1. I believe that I have a right to be happy every day.
2. I believe that God’s blue sky and God’s green earth are a part of my inheritance.
3. I believe that I have a right to love little chickens and ducks and lambs and puppies as well as dolls and ribbons.
4. I believe I could take care of those things as well as my brother, who does not love them as much as I.

5. I believe that I would love to keep house better than anything else, and I only wish they taught housework at school.

6. I believe that keeping a garden all my own would be great fun, and I believe that I could be very happy in giving away the flowers and in cooking the vegetables that I raised myself.

7. I believe that I could study harder at my grammar and geography and arithmetic and spelling if I could do cooking or sewing with the other girls in the afternoon.

8. I don't want to go to town and leave my father and mother and my brothers and sisters to live in the city, for I know I shall miss them all and the trees and the creek and green grass and the old woods, and everything; but, oh, I don't want to stay at home and do nothing but wash dishes and carry water and do the chores and grow old like Auntie. I want to laugh and love and live.

9. I believe I can learn to sew and cook and do laundry work and do these things well, and I want to learn how, and I want to do them well.

10. I believe in the square deal for girls as well as boys, and I want everybody to be happy all the time—the old as well as the young.

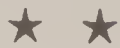


THE COUNTRY BOY'S CREED



I believe that the country which God made is more beautiful than the city which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city, that life is larger and freer and happier on the farm than in the town, that my success depends not upon my location, but upon myself—not upon my dreams but what I actually do, not upon luck, but upon pluck. I believe in working when you work and playing when you play and in giving and demanding a square deal in every act of life.

RECITATION—"COME, LET US PLANT A GARDEN"



(By a Young Boy.)

Come, let us plant a garden,
 And tend it well until
 The dark brown soil shall show all green
 In valley and on hill.
 The weeds we will not give a place,
 The hedges shall be fair;
 Come, let us plant a garden—
 Its harvest we shall share.
 Come, let us plant a garden
 And tend it with such care,
 The birds shall come and sing to us
 And cheer us, while the air,
 With fragrance sweet, caresses cheeks,
 Refreshes and makes glad;
 Come, let us plant a garden
 My little maid and lad.

—Butler.



GARDEN PLAY CONTESTS FOR DIFFERENT SEASONS



1. Vegetable Judging Contests—

This may be used in the spring or fall when the garden has fresh vegetables in it.

2. Story Contest—

This contest is suitable for any season as the children may tell either the origin and life history of different vegetables as the tomato, Swiss chard, et al., or they may tell how they raised this vegetable, how much they made, etc.

3. Vegetable Spelling Contest—

This contest is especially good just before the pupils begin writing their papers.

4. Vegetable Drawing Contest—

This contest like the first one is best to be given during the spring or fall while there are plenty of vegetables to be used as models.

5. Vegetable Canning Contests.

6. Paring, Labeling and Packing Contests—

These last two contests will perhaps require the help of the county agent.

RECITATION—"A GARDENING SONG"



(By a Pupil.)

Supreme I rule in my domain,
 Teaching my subjects the way to go,
 Out in the morning, sun or rain,
 Hoeing and weeding each slender row.
 But, dwellers in gray city streets,
 How should ye ever know
 The joys that Youth and Age both share,
 Watching the garden grow?

Flat brown beds 'neath a cloudy sky,
 My kingdom looks to your town-bred
 eyes,
 Yet beauty to haunt each passerby
 In a few short weeks shall there arise.
 But ye who live in towers of brick,
 How should ye ever know
 The peace of mind that comes with eve,
 Watching the garden grow?

Open my gate when May is here,
 Pass by the wall-flowers in velvet-brown,
 Wafting their welcome far and near—
 There is no perfume like that in town!
 O pent-up folk of stony streets!
 Wait not too late to know
 All that ye miss each budding year .
 Watching no garden grow.

—*Wolff.*

MY GARDEN

And I must work thro' months of toil,
 And years of cultivation,
 Upon my proper patch of soil
 To grow my own plantation.
 I'll take the showers as they fall,
 I will not vex my bosom;
 Enough if at the end of all
 A little garden blossom.

—*Tennyson.*

THE HOME GUARDS



CHARACTERS

Uncle Sam (in costume)	Mrs. Cook
Tommy Thrift	Miss Pearl
Miss Sweet	Mr. Bond
Mr. Wheat	Mr. Cole
Corn	Mr. and Mrs. Gardner
Rye	Five Little Gardners

(Other children may be in costume if desired.)

Uncle Sam (sitting at desk, pen in hand): This will never do. I must have more help, or we cannot win this war. I must get every man, woman and child in America to do his best. I will call my helpers and see what they can do. (Taps bell. Other characters come in, standing in semi-circle, until Uncle Sam speaks). Be seated, friends. I have called you in to see if you could help me. We need more ships, more coal, more wheat, and much more money. To get these, we will have to get all the people to help us. How shall we do it?

Miss Sweet: Tell them they *must* help.

Uncle Sam: But what shall we tell them to do?

Miss Sweet: I am sure I do not know.

Mr. Wheat: The young men have all gone to war.

Tommy Thrift: The fathers are too busy to help us.

Miss Pearl: And so are the mothers and the big girls.

Mrs. Cook: There's no one else but the boys and girls, and they are too little to win a war.

Uncle Sam: But I *must* have help. I'll tell you what we'll do. Will you tell us how *you* have helped this week? Then we can tell everybody else about it.

All: Indeed we will, Uncle Sam.

Uncle Sam: What did you do, Tommy Thrift?

Tommy Thrift (stepping forward): I carried coal and kindling to the house for my mother, and she gave me a quarter for it. I took all of my quarters and went to the postoffice to buy Thrift Stamps. (Shows card of thrift stamps.) When I get a card full of Thrift Stamps, I am going to get a War Savings Stamp and you, Uncle Sam, may use the money until the war is over and our soldiers come home.

Uncle Sam: Fine! Every boy and girl in the country could do that. Take this banner and show it to them. "Lick a

stamp and you will help lick the Kaiser." (Hands him a poster with the words, "LICK A STAMP AND YOU WILL HELP LICK THE KAISER" printed on it). And you, Mrs. Cook?

Mrs. Cook:

To market, to market, to buy a fresh fish!
 Serve it for dinner, as Hoover would wish!
 To market, to market, to purchase some beans!
 Bake 'em and learn what economy means.
 To market, to market, to purchase some rice!
 Eat it, and follow Friend Hoover's advice!

—*From Pictorial Review.*

That's what I've been doing.

Uncle Sam: Oh, I see! You are going to "kill the Kaiser in the kitchen." We will ask all the cooks to help you. (Hands her a poster decorated with colored pictures of food dishes and bearing words:

"KILL THE KAISER IN THE KITCHEN."

What did you do, Mr. Bond?

Mr. Bond: You said our country must have more money, so I tried to save some to loan to it. I saved this week to help pay for a Liberty Bond. I am going to pay a dollar each week until I get the Bond.

For the soldier, the sailor, the Red Cross nurse,
 I'll give all I can, though it empty my purse.

Uncle Sam: Good, Mr. Bond! We need your money for building ships. (Hands him poster.)

"BUY BONDS AND BUILD BATTLESHIPS."

Mr. Cole: Do you need any more coal for ships, Uncle Sam?

Uncle Sam: Need coal! We need every ton we can get.

Mr. Cole: Our family went to bed at nine o'clock almost every night this week and we saved a shovelful of coal each night.

Uncle Sam (reads a poster as he hands it to Mr. Cole):

"UNCLE SAM NEEDS THAT EXTRA SHOVELFUL."

I wonder what you did, Miss Pearl?

Miss Pearl: O Uncle Sam, I had the *best* time! I went over to the Pleasant Valley School and learned to knit a sweater. It's just like this, knit, knit, purl, purl. O, there! I've dropped a stitch again. I'll have to go back again and have Miss Benton pick it up for me.

Uncle Sam: Hang this banner where all women can see it.

“COME TO PLEASANT VALLEY SCHOOL AND KNIT WEDNESDAY
AFTERNOON.”

(Poster decorated with knitting pictures.)

You have always been a good friend, Mr. Wheat. What can you do for us now?

Mr. Wheat: Well, Uncle Sam, I have thought it all over, and I believe it is my duty to go across the ocean and help our friends over there. I must ask you folks at home to get along without me.

Uncle Sam: We are sorry, Mr. Wheat, to have you go, but we are sure Corn and Rye will help us out until you come back.

Corn and Rye (together):

Corn and rye will surely try

To do their best for you, sir;

They'll save the wheat, they'll save defeat,

They'll beat the kaiser, too, sir.

(Uncle Sam hands them a banner.)

“SAVE WHEAT, SAVE DEFEAT.”

Miss Sweet: Dear Uncle Sam, I *do* want to help and I have tried to do my bit. I know I used to spend all my pennies for candy and gum, but after this, I am going to save them and buy Thrift Stamps like his. (Pointing to Tommy Thrift's.)

Uncle Sam: If you can get all the other boys and girls to do that, it will mean thousands of dollars for us. (Hands her a banner.)

“DO YOUR BIT.”

Mr. and Mrs. Gardner: We decided to turn our backyard into a garden, and the whole family is going to work in it. We are going to plant corn and potatoes.

First Child: I am going to plant onions.

Second Child: O pooh! I don't like onions. I am going to raise a hundred bushels of beans.

Third Child: I am going to raise bananas. I just *love* bananas.

Fourth Child: O Buddy, you can't raise bananas! The war would be over before you would get any bananas. Let's raise peanuts.

Third Child: All right!

Fifth Child: I'm going to dig fish-worms and go fishing.

Uncle Sam: Ha! Ha! Ha! If every family makes as good use of their backyards, we will have plenty of food for the soldiers. (Gives them banner.)

“FOOD IS AMMUNITION. DON'T WASTE IT.”

Dear Friends, you have made me feel very happy. I am sure that with your help we will win this war.

All (children standing) :

Our soldier boys are at the front
They're doing all they can;
If those at home will do as much—
Hurrah for Uncle Sam.



A PRAYER



Now I lay me down to sleep,
I pray the Lord my soul to keep.
God bless my brother gone to war
Across the seas, in France, so far.
Oh, may his fight for Liberty,
Save millions more than little me
From cruel fates or ruthless blast,
And bring him safely home at last.



CORN BREAD



(An exercise for eight small boys.)

First Boy, with a handful of corn grains—
This is the seed
So yellow and round,
That little Juan Roque hid in the ground.

Second Boy, showing several corn blades—
These are the leaves,
So graceful and tall,
That grew from the seed so yellow and small.

Third Boy, with a whole stalk of corn—
This is the stalk
That came up between
The leaves so pretty and graceful and green.

Fourth Boy, carrying a bunch of corn tassels—

These are the tassels,
So flowery that crowned
The stalk, so smooth, so strong, so round.

Fifth Boy, showing corn silk—

This is the silk
In shining threads spun:
A treasure it hides from the rain and sun.

Sixth Boy, with husks—

These are the husks,
With satin inlaid,
That grew 'neath the tassels that drooped and swayed.

Seventh Boy, with whole ears of corn—

This is the treasure—
Corn yellow as gold—
That satin and silk so softly unfold.

Eighth Boy, showing a piece of corn bread—

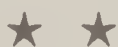
This is the bread,
For children to eat,
Made from the corn so yellow and sweet.

—Adapted from the *Missouri School Journal*.

E. J. M.



A CREED FOR PROGRESSIVE FARMERS



(Read by a Farmer Friend.)

I believe in MYSELF—believe that whatever mistakes I may or may not have made heretofore, I am endowed with limitless possibilities for growth, struggle, triumph, and development—making each today better than its yesterday and each tomorrow better than today.

I believe in MY WORK—believe it offers opportunities as an *industry*, requiring faithful labor; as a *profession*, requiring scientific knowledge; as a *business*, requiring commercial ability—each with its challenge and its reward.

I believe in MY FARM—believe I can make it rich with stored fertility; believe I can make it beautiful with well-kept fields, luxuriant crops, and grazing herds; and believe that the

homestead, whether cottage or mansion, can be made glorious with a wealth of tree and vine and shrub and blossom.

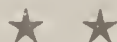
I believe in MY FAMILY—believe that love in the home is God's best gift to earth, and that to rear noble sons and daughters—with strong bodies, trained minds, clean hearts and cheerful spirits—is the highest achievement in life.

I believe in MY NEIGHBORHOOD—believe that by keeping everlastingly at it I can get such cooperation from young and old as will make it a better and better place to live in; and that whether neighbors help or hinder, it is my duty to give home thought every day and do some work every week for the improvement of schools, roads, churches, social life, business cooperation, and all the agencies of rural comradeship and brotherhood, knowing that sooner or later the sowing will bring its harvest.

And finally, I believe in MY CREATOR AND FATHER—believe it is His will—that His kingdom should come on earth—and come here in my own particular nook of earth—and that in my every aspiration toward this end, I am a coworker with Him whose power knows no defeat.—*Clarence Poe.*



THE FARMER'S PART IN THE WAR



Although we worked hard for three years to escape the demon of war, he has now seized us firmly in his grip. We are at war with a nation that is an outlaw against civilization; a nation that hates us and has shown this on many occasions; a nation that has used all of its resources to bring the Monroe Doctrine into disrepute and disgrace; a nation that hates us because of our social and political creed; because of the spirit we have, the law we respect, and that we have placed ourselves against its set purpose to dominate the world; a nation that has marked itself by violence, that has lived by the sword since it came from the shadows of history down to the present time; a nation that has cast off the true God with His doctrine of love, faith, charity, and mercy, and set up in His stead the God of Force; a nation that frankly defends the law of the jungle—might makes right—the survival of the fittest. It is in unrestrained obedience to the spirit of this law that individual and national honor, justice, Christian charity, morality, and

innocent childhood and womanhood have been sacrificed in a manner that exceeds the basest impulse of the savage.

We have adopted a selective draft system to raise our army, a system which has for its purpose the placing of every citizen where he can help most. Our boys between the ages of 21 and 31 have been drafted to serve on the battlefield, those of us who are left behind serve at the base of supply—on the farm, in the factory, and in the kitchen. We must either fight or produce. It is the farmer's sacred duty to produce.

We cannot win the war without food. We must not only supply food for our own boys, but in large quantities, for our Allies. Ammunition for stomachs must be had before ammunition for guns. History shows that more nations have been conquered by starvation than by sword and the food supply is of first importance in the war. It is in view of this fact that our President has called upon you to exert your greatest effort for production and has said that the fate of our nation and of humanity is in your hands. Never before has any class of persons occupied such a position. You are not only serving your homes, your country and humanity, but you are adding wealth to your pockets and honor to your calling.

Mr. Farmer, you will probably plant about one-fourth of your crop in cotton, since the world demands this of you, but you will do so at a sacrifice, since your food and feed crops have netted you from ten to twenty-five dollars more per acre than your cotton crop. Do not be deceived by its thirty to thirty-five cents per pound offerings: it is an expensive crop and labor is now scarce. Last year, with favorable conditions, it netted you on the average only \$40 per acre.

Patriotism and good business judgment demand that you produce food and feed crops. Plant more corn than you did last year, and produce all the beans, peas, potatoes, hay, molasses, livestock, vegetables, and fruits you can. You will find it profitable to market as much of your feedstuffs as you can through livestock as we and our Allies are in great need of meat. Meat is a two-edged sword with which to do battle with the Kaiser. Produce enough food for your home consumption and a surplus for your sons at the battle front, and you will prove yourselves worthy of the great task entrusted to you.

And now a word to the housewife. You are as truly enlisted for service as are your husband and son. Mr. Hoover has said that the war is to be won in the kitchens. You can conserve by using as much food of a perishable nature as possible

instead of large quantities of beef, pork, fats, wheat, milk products, sugar, etc. The United States Food Administration is publishing much valuable literature each week to aid housewives in this all important work. Any information that you may desire concerning food conservation can be had for the asking. The government is furnishing you equipment for service just as it is your boys at the front. If you reject it, you are guilty of the same offense as the soldier who refuses to serve.

The Kaiser, proud of the success of his scheme of robbery in Russia, aired himself in this fashion:

"The complete victory fills me with gratitude. It permits us to live again one of those great moments in which we can reverently admire God's hand in history."

Insolent infidel! With the active help of all our citizenship—soldier, farmer, worker, banker—he will accept in humiliation the dictate of the God of love whom he and his nation have so often blasphemed.



EMERGENCY WAR CALL



To Wipe Out Illiteracy Among Men of Draft Age.

When increments of the new National Army began pouring into the training camps the military authorities were astounded at the large per cent of drafted men who could neither read nor write. These men were from the beginning handicapped from the standpoint of efficient service; often embarrassed among their fellow comrades, and deprived of the one sweet solace of the soldier writing a letter home.

Work of Y. M. C. A.

The Y. M. C. A. undertook to organize these men into classes in the different camps. While in some respects the work was unsatisfactory on account of the primary camp activities, a great deal was accomplished and interesting have been the stories related by those in charge of the work.

Emergency Campaign.

Realizing there are still a vast number of unlettered men within our borders waiting to answer the call to colors the Ala-

bama Illiteracy Commission, of which ex-Gov. William D. Jelks is chairman, in cooperation with the State Department of Education several weeks ago launched a state-wide campaign, the purpose of which is to reach every illiterate man of draft age and provide for his being taught to read and write.

During the past few weeks practical experiments as to what can be done in interesting these unlettered men have been made in several counties.

Over two hundred and fifty have received instruction in Jefferson county, over one hundred are known to be at work in Covington, practically all in class one of the draft have been taught in Madison and Conecuh and good reports have come in from other counties. On account of the busy season, it has been impossible to organize many classes, so most of the work has been done through individuals; often some member of the family or a neighbor has acted as teacher.

The steps in the Covington county campaign were as follows:

1. *Newspaper Publicity.*

2. *County Conferences.*

A conference of citizens interested in the work was called. A special invitation to attend this conference was extended to every school trustee, minister and teacher in the county. At this conference the purpose of the campaign was explained and all urged to cooperate in every way possible.

3. *Tabulation of Names.*

The name and address of every illiterate registered man in the county was secured from the questionnaires and placed on a separate card. These names were sorted by school districts by the aid of the rural route mail carriers and turned over to the representatives from the different districts at the county conference.

4. *Public Meetings.*

About twenty meetings were held in different parts of the county for the purpose of putting the object and plan of the campaign before the people and securing their cooperation.

5. *Letter to Illiterate Registered Men.*

A letter was sent out to each illiterate registered man calling his attention to the work and urging him to put forth an effort to find someone to teach him.

6. *Personal Work.*

A great deal of personal work was done. It was found necessary to go into the fields and homes of quite a number of the men and talk with them personally.

7. *Follow-up Letters and Questionnaires.*

Follow-up letters and questionnaires were sent out in order to keep in touch with what was being done.

8. *Report Cards.*

Report cards were sent to one trustee in each district in order that he could send in a weekly report of the work in his community.

9. *Illiterate Men Called Together.*

The campaign reached its climax in a meeting held May 18th at Andalusia in the county courthouse. Letters had been mailed in advance to every illiterate registered man in the county urging his attendance at the meeting and over one hundred and fifty responded to the call. This was perhaps the most unique educational gathering ever witnessed within the State.

Some of the men who had been studying during spare moments for several weeks were present with specimens of their work and expressed a pathetic gratitude to those who had made their progress possible. Eighteen letters previously received by the committee in charge of the work, from once unlettered men were exhibited and the advancement of the writers won the admiration of all present.

10. *Follow-up Work.*

The committee is continuing to keep in close touch with the work through letters, visits and meetings.

11. *Cooperating Agencies.*

Among the agencies that have been especially enthusiastic in their cooperation and have lent valuable assistance should be named, the County Board of Education, the local Exemption Board, churches and ministers, women's clubs, postal employees, and many patriotic individuals.

The State Council of Defense recognizes this movement as of fundamental importance and will lend its support to the work by putting a number of volunteer workers in the field to organize the counties for a more determined drive against illiteracy. Cooperating with them, the Advisory War Council

of the Alabama Educational Association, the Alabama Illiteracy Commission, and the school teachers and officials will undertake to see that every illiterate man of draft age shall have the opportunity to learn to read and write before entering the army.

Chairman Hooper of the State Council of Defense has appointed the following committee to direct the work:

Supt. Spright Dowell, Chairman; Hon. Wm. D. Jelks, Hon. J. B. Ellis, Hon. C. W. Doughtette; Hon. A. F. Harman, General Secretary.

The following ten field representatives have expressed their willingness to undertake the voluntary war service of launching campaigns in the ten districts created, thereby putting themselves in the famous "dollar a year" class:

Dr. T. W. Palmer, President Alabama Girls' Technical Institute, Montevallo.

Dr. G. W. Brock, President State Normal School, Livingston.

Dr. C. W. Doughtette, President State Normal School, Jacksonville.

Dr. E. M. Shackelford, President State Normal School, Troy.

Prof. W. R. Harrison, Supt. City Schools, Montgomery.

Mrs. W. K. Linscott, Member Alabama Illiteracy Commission, Mobile.

Prof. Raleigh W. Greene, President Moundville Normal School.

Prof. J. T. McKee, State Normal School, Florence.

Prof. S. O. White, Supt. City Schools, Opelika.

Supt. S. R. Butler, County Superintendent Madison County.

The Alabama Illiteracy Commission continues the services of Miss Esther Foster, Field Agent and Mr. H. G. Dowling, Special Agent of the Commission, during the term of this campaign.

It is suggested that, in making plans for launching a county campaign, the following persons be organized as a central committee:

Chairman County Council of Defense.

County Superintendent of Education.

Probate Judge.

Representative of Federation of Women's Clubs.

County Farm Demonstration Agent.

County Home Demonstration Agent.

County Health Officer.

Leading ministers and teachers.

The success of the campaign will depend largely upon the selection of a county campaign manager to be chosen by this central committee. Where a wise choice is made in this county manager, the various organizations and agencies interested in the campaign will be able to come to his assistance with an amount of influence that should insure success.



SOME PATRIOTIC TERMS EXPLAINED



Constructive patriotism has as its basic principle the belief that each individual in the United States of America has a right to life, liberty and the pursuit of happiness, as guaranteed by our Constitution. Therefore every means must be used to create an undivided and effective national spirit so that every citizen and individual will feel his or her responsibility and answer the call to the Nation's needs.

Following are a few broad definitions along patriotic lines of words and expressions often heard and seen in these days when our Union is fighting for its right to exist.

United States of America—

United—made one.

State—

Any body of people occupying a definite territory and politically organized under one government.

America—

The definite territory which our country occupies.

States Rights—

Each state has a right to make its laws.

Centralized Government—

The need which all the states felt to have some general, broad rules which should benefit the states as a whole. This need resulted in the framing of the Constitution—a set of precepts and rules which govern the states as a nation.

Forty-eight clocks in one room striking different hours when and how they please are all set to strike at the same time giving us union.

Autocracy—

A state in which the laws governing all the people are made by one man who has supreme power.

Democracy or a Republic—

A state or group of states in which the laws governing all the people are made by the great body of adult inhabitants who elect representatives to pass the laws.

Franchise—

The right to vote, which is given to the great body of adult inhabitants of the United States of America, and which they lose only when they do not pay their poll tax, commit a crime which shows they are not fit to vote, or are guilty of treason.

Treason—

A breach of allegiance in giving comfort and aid to an enemy when you are enjoying the protection of the laws of the United States of America.

Serve America First—

The slogan of every good and true American.

Serve Humanity—

Take care of the weak of the whole human race wherever found.

Emblem—

The visible sign of "Liberty and Union, now and forever, one and inseparable." Our flag, the grand old Stars and Stripes.

The Administration—

The political party which is managing the affairs of the nation as exemplified by President Wilson.

Conservation—

Official care of all the natural resources of our country.

Food Conservation—

Official regulation of the food supply of the nation so that everyone, poor or rich, may have only his share.

National Assets—

Farms, mines, schools, towns, men, women, children, money, work, brains and, last but not least, God.

Allies—

All nations fighting against our common enemy, Germany, and helping us win the war.

Over There—

Anywhere that our soldier boys are fighting to keep the Germans from getting "Over Here" to hurt their loved ones.

I. W. W.—

Industrial Workers of the World. Considered a dangerous and treasonable organization because it advocates the destruction of all our national resources (as given above); since it is opposed to our war with Germany. It is strongly suspected that this organization receives its money from Germany, our enemy.

Bolsheviki—

The government now ruling in Russia. This government, socialistic in nature, we hope will make a stable form of rules so that Russia may emerge from the terrible trouble which License rather than Liberty always brings on a people.

License—

Excess of liberty; freedom abused or used in contempt of law and peace; disregard for life and property.

Liberty—

Freedom to do as your conscience says, provided you give your neighbor the same right. The right to share in framing and conducting the government under which we are organized.

Daniel Webster has said of liberty: "Liberty exists only in proportion to wholesome restraint." "God grants liberty only to those who love it, and are always ready to guard and defend it." "The people's government made for the people, made by the people and answerable to the people." "I was born an American; I will live an American; I shall die an American."

WAR AIMS OF THE UNITED STATES



Recognition of the rights and liberties of small nations.

Recognition of the principle that government derives its just power from the consent of the governed.

Reparations for wrongs done and the erection of adequate safeguards to prevent their being committed again.

No indemnities except as payment for manifest wrongs.

No people to be forced under a sovereignty under which it does not wish to live.

No territory to change hands except for the purpose of securing those who inhabit it a fair chance of life and liberty.

No readjustments of power except such as will tend to secure the future peace of the world and the future welfare and happiness of its peoples. •

A genuine and practical cooperation of the free peoples of the world in some common covenant that will combine their forces to secure peace and justice in the dealing of nations with one another.

ALABAMA DIRECTORY OF LEADING OFFICIALS OF
WAR ORGANIZATIONS

Treasury Department—War Loan Organization: Hon. W. C. Wardlaw, Chrmn. Southeastern Div. Federal Reserve Bank, Atlanta, Ga.; Hon. W. D. Wellborn, Alabama Representative, State Council of Defense, Montgomery, Ala.

National War Savings Committee: Hon. Crawford Johnson, Room 233, First National Bank Bldg., Birmingham, Ala.

Department of Agriculture—Agricultural Extension Service: Dr. J. F. Duggar, Auburn, Ala.

Agricultural and Mechanical Colleges: Dr. C. C. Thach, Auburn, Ala.

Department of Labor—U. S. Employment Service: Hon. Geo. B. Tarrant, Birmingham, Ala.

U. S. Public Service Reserve—Hon. Ray Rushton, Montgomery, Ala.

Council of National Defense—Woman's Committee: Mrs. James F. Hooper, Selma, Ala.

Food Administration: Hon. Richard M. Hobbie, Montgomery, Ala.

Fuel Administration: Hon. S. P. Kennedy, Anniston, Ala.

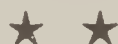
Red Cross: Hon. Leigh Carroll, Div. Manager, American Red Cross, P. O. Bldg., New Orleans, La.; Hon. Oscar Wells, Chairman, Second Red Cross Drive, Alabama, Birmingham, Ala.

Four-Minute Men: Hon. T. J. Crittenden, Chairman, Birmingham, Ala.

State Council of Defense: Hon. L. M. Hooper, Chairman, State Capitol, Montgomery, Ala.



WHERE HELP MAY BE HAD



Textbook for speakers on Thrift Stamps and War Stamps: The Treasury Department, National War Savings Committee, Washington, D. C.

U. S. Government War Savings Stamps: Bulletin W. S. 113, Washington, D. C.

Committee on Patriotism Through Education: National Security League, New York City.

Committee on Public Information: 10 Jackson Place, Washington, D. C.

Junior Membership Red Cross: A. R. C. Bulletin 601.

Manual on War Relief Activities for School: A. R. C. Bulletin 6021.

W. J. Leppert, Director, Bureau of Development. American Red Cross, P. O. Building, New Orleans, La.

Red Cross Magazine, Garden City, Long Island, N. Y. \$2.00 per year, including membership.

Red Cross Dogs, The Child's World Fifth Reader. B. F. Johnson Publishing Co., Richmond, Va.

Home Gardening in the South, Bulletin 934, Alabama Experiment Station, Auburn, Alabama.

School flags may be obtained from either of the following firms:

The Murray School Supply Co., 2113 Third Ave., Birmingham, Ala.

Educational Exchange Co., Title Guarantee Building, Birmingham, Alabama.



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